

Technical Support to the South African Department of Labour (DOL),  
Labour Centres (LCs) and Sector Education Training Authorities (SETAs)

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# **FINAL SDFW IMPLEMENTATION REPORT DOL PLACEMENT VERIFICATION STUDY**

**Submitted to:  
The Department of Labour  
29 SEPTEMBER 2003**

**FOR THE  
NSDS CONFERENCE**



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Department of Labour

## ACKNOWLEDGEMENTS

The lack of skilled labour in South Africa places a severe limitation on the socio-economic well being of its citizens. The Department of Labour launched the National Skills Development Strategy to address unemployment and poverty in the long-term through a variety of mechanisms and structures. The National Skills Fund is one of the mechanisms of the National Skills Development Strategy, featuring a Social Development Funding Window under which skills development transfer of the unemployed person can be done so as to prepare them for the labour market.

This Social Development Funding Window Implementation Report was made possible through a collaborative effort of many people in and outside the Department of Labour. Tribute is paid to the following organizations and people; without whose financial aid, expertise and commitment, the preparation of this Report would not have been possible:

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Ismail Akhalwaya  
Executive Manager Employment Services  
for Director General Labour

## EXECUTIVE SUMMARY

Khulisa Management Services is part of a consortium, led by Development Associates, that is providing technical assistance to the Department of Labour (DoL) and the Department of Education via Task Orders under an Indefinite Quantity Contract (IQC) funded by the United States Agency for International Development (USAID). Under this IQC, Task Order Nine is providing Technical Support to the DoL and five Sector Education Training Authorities (SETAs).

This task is intended to assist the DoL in reaching its National Skills Development Strategy indicators for Objective 4: Promoting skills development for employability and sustainable livelihoods through social development initiatives by 2005. More specifically, “By 2005, the impact of the National Skills Fund is measured by project type and duration, including details of placement rates which shall be at least 70 percent.”

Summary findings are reported on nine indicators impacting on placement and project sustainability. Placement verification statistics were calculated for each of three criteria: Research Attendance Records, Research Head Count, and DoL Records for validation.

The research revealed that DoL funded the training of 4,146 beneficiaries in 203 projects during the selected period of review, 1 September 2002 to 31 December 2002. Using attendance registers as a verifying instrument, researchers determined that there were 3,104 beneficiaries on the register on the day of the visit. This yielded a placement rate of 75%. Although other different placement rates emerged, 75% as indicated in attendance registers is regarded to be the most valid statistic when compared with the DoL records, which indicate 81% placement with 3,724 beneficiaries involved in projects. Females outnumber males on the projects as the above number includes 2,632 (70%) females and 1,102 (30%) males. 645 (or 16%) people with disabilities on the projects are also included.

The DoL structured the investigation to verify placement and to assess the most pressing challenges that currently inhibit projects from operating optimally and to also identify gaps and challenges impacting on successful management of projects. The investigation identified achievements/ best practices and concentrated on key findings and recommendations for performance improvement of project managers and DoL Officials who monitor the projects. The intent was to strengthen management structures in a systematic way to meet the demands of placement and sustainability to change the environment within which projects operate.

Data was collected through:

- Personal and telephonic interviews with different project stakeholders, which included management, beneficiaries, DoL officials and trainers;
- A Project Checklist for managers, a Beneficiary Questionnaire and an Employment Services Practitioner 2 (ESP2) Questionnaire;
- Observations made during site visits and during interviews; and
- Best Practice case studies.

Indices were used to measure project performance towards creating successful and sustainable projects by province countrywide. Indices with medium-high or high ratings reflect the overall existence of measures and practices for successful projects. Under this research, the Training, Marketing, Beneficiary Involvement and Quality of Life indices were in this medium-high to high range. Indices that emerge with the most challenges (a low rating) for project viability include Sustainability, Financial practices, and Infrastructure

measures and practices. The report findings highlight both key provinces with measures in place and those who experience challenges for nine indicators of project success.

### Key Findings

- **Placement:** In general the placement verification statistics currently are very positive at 75% using research project training records and attendance register.
- **Training:** Findings of the Beneficiary Questionnaire on items assessing training satisfaction reveal that over 90% of beneficiaries in the sample were satisfied with organisational aspects of training, in particular, the training communication, facilitation, organisation, course content and training materials. Only Gauteng North and the Free State beneficiaries did not agree that training materials and training notes were user friendly. Most training courses offered were not accredited or aligned with SAQA requirements.

Overall training measures are in the high to moderate range for provinces, which indicates that this aspect is largely positive for projects in the sample, particularly for the Western Cape, Gauteng South and Gauteng North. A few provinces could improve training practices.

- **Post Training Aftercare:** There is continuous monitoring of project outcomes for 53% of the projects. Beneficiaries in 59% of the projects reported that a DoL staff member/official checks on their progress during their visits, while 90% of ESP2s claim that they visit the sites regularly.
- **Project Sustainability:** Eight indicators comprised the sustainability index:
 

Meeting placement rate of 70%;	Increased earnings by beneficiaries;
Inter-departmental collaboration;	Future employability;
Ownership by beneficiaries;	Sustainable livelihood for beneficiaries;
Participation in nodal projects;	Equity Targets met.

Results from the sustainability index are disturbing and challenge the viability of projects. The researchers found that a low level of sustainability measures and practices are in place towards creating successful and sustainable projects.

- **Financial Issues:** In terms of financial systems in place, not many positive findings emerged. The most challenging findings were:
  - When a project operates on a budget, financial records were up to date; without a budget the opposite was true.
  - There was no relationship found between performance to budget and percentage of profit re-invested in the project.
  - Slightly more than half of the projects indicated that they are able to survive financially without DoL intervention. Financial accountability is generally weak for projects in most provinces except KZN, which appears to have a high level of financial measures in place towards creating sustainable projects.
- **Marketing:** Over half (53%) of the projects in the sample had start up funds, whereas 45% report a lack of these funds at the outset.
  - In the majority of projects, there was evidence of marketing strategies that are more or less in place and are yielding results for projects. Two provinces –

Gauteng North and KZN particularly – stand out as having sufficient marketing strategies implemented.

- **Management and Administration:** More than half of the projects in the sample have management systems in place, and a high level of teamwork is characteristic of most of the sampled projects. Management is reported to be transparent. In contrast to this finding most of the beneficiaries and management teams feel that they need management training. This need was also identified by the ESP2 officials of DoL.
- **Infrastructure:** A positive finding is that over 77% of the projects have basic infrastructure in place and that essential services such as electricity and water do exist on the sites. This item was rated particularly high in the Western Cape.
- **Beneficiary Involvement and Quality of Life:** There is an improvement in quality of life for the majority of beneficiaries. Human resource management support in most of the projects is at a weak level, but beneficiaries are deriving tangible and intangible benefits from being involved in the projects.

A summary of general trends that emerged from best practice case studies include positive findings on placement, absenteeism, accreditation, production, equity targets and quality of life. There can be no doubt that beneficiaries are reaping the benefits of the training made possible by the DoL through funding. Challenges emerging from the case study projects revolved around management, sustainability, marketing and sales strategies, networking, maintenance of equipment and human resource management.

### **Conclusions/Recommendations**

The recommendations include, among other aspects, communication, and feedback mechanisms, management practices, target setting and achievement of placement objectives, strategic planning and collaborative research initiatives.

A national framework that provides quality indicators for project and beneficiary development should inform a provincial framework for accredited and informal (work-based learning) training and on site support. The provincial framework of quality indicators should guide the different projects in the application of individual and team roles to optimally improve and develop project operations. Group and individual competencies should be drafted to inform collaborative enquiry and teamwork activities.

A key aspect of training and support strategies pertains to the need for increased collaboration between departments at all levels of project management. All skills acquisition should be tested and observed in actual practice where they are internalised by the beneficiaries, and it should not be taken for granted that skills acquisition has taken place at a training session. Electives, where beneficiaries are allowed to demonstrate that the skills in which they received training are being applied in the project setting, should be encouraged.

Key recommendations are briefly summarised below. Detailed descriptions of and motivations for recommendations can be found in Section 12 of this report.

### **General:**

Section 12 is introduced with a general policy recommendation for the development and adoption of a Consultative, Strategic Performance Planning and Evaluation approach, which starts at the DoL and filters through all levels to project management teams and beneficiaries at the ground level. This consultative approach should enhance sustainability of projects through the setting of new objectives and long term strategic planning for performance

improvement at all levels. This approach should also promote horizontal and vertical consultation to gain maximum advantage from DoL training and evaluation initiatives.

**Training:**

The policy recommendation concerning training motivates for accredited NSF funded training courses aligned to SAQA standards and in compliance with NQF regulations with regard to certification and qualifications.

Structural recommendations for training of beneficiaries include: longer time allocation to courses, courses in line with market demands, funding for basic literacy and numeracy courses. A cost review to determine the relevancy of current funding made available to service providers should be undertaken, and the process of awarding contracts to providers should be refined.

**Management and Administration:**

Management and Administration recommendations include a plea for the development and implementation of a national framework within which projects can operate. This framework should guide projects to establish internal service standards, and thus create internal accountability for planning, managing, intervention, training and support standards, evaluation and monitoring standards as well as provincial support standards.

It is also recommended that a Policy Guideline Document on Project Target Setting is designed at national level to assist provinces and projects to set realistic targets aligned to national policy documents and to allow projects to select achievement targets in line with their objectives. These guidelines should facilitate further mediation of existing policy documents and provide practical illustrations of competency application.

This policy guideline should provide quality indicators and evaluation strategies aimed at informing effective project and performance competencies and practices that can be translated for both the province and the project to enhance management, development, placement and sustainability.

**Monitoring and Aftercare:**

A National and Provincial Support Strategy should be developed and translated to suit the specific needs of each province. Support and evaluation standards should be identified and aligned to nationally agreed evaluation standards.

A monitoring related Rewards and Incentive framework is also recommended. Successful project practices implemented by ESP2s, project managers, provincial, national officials and project management teams, must be judged against benchmarks and rewarded accordingly.

Structural recommendations include that skills training aftercare become a domain of training providers. Incentives and a 10% provision for starter packs should be built into the contract between the DoL and the training provider. Quality Assurance will be undertaken by ESP2s.

**Placement:**

Placement has to be re-defined within the context of skills training projects and DoL involvement. All types of placement need to be accommodated in such a definition.

Structural placement recommendations include enforcement of the use of a set of standardised forms, regular placement verification and time management courses for ESP2s.

**Infrastructure:**

The institution of provincial review committees is advocated to review potential project sites and to do viability studies before projects are initiated. Business plans of potential projects should contain detailed marketing plans and beneficiaries should receive training in fundraising and marketing strategies, while communication equipment should be provided for projects.

**Marketing:**

Project business plans should become more comprehensive to include access to markets, and a marketing strategy.

**Sustainability:**

Structures that facilitate inter-departmental collaboration to ensure vertical and horizontal communication should be built into the system and the eight categories of the sustainability index need to be revised to include Infrastructure, Marketing, Financial Management and Administrative indicators.

**Finances:**

National Policy needs to regulate that financial committees manage project finances so that this aspect is not left to the devices of the Project Manager alone. Projects should receive practical guidance concerning the development of financial systems and policies.

The issue around beneficiaries receiving regular wages has to be addressed, and beneficiaries should at all times be kept informed about the financial status of the project.

**Beneficiary Involvement and Quality of Life:**

It is recommended that numbers of beneficiaries on projects should be strictly aligned to the sustainability of the project. Human Resource structures for all projects should be built and job security of beneficiaries should receive attention.

**Community Involvement:**

Projects should try to achieve optimal involvement of the community through promotions, launches and communication.

**Information Technology:**

The recommendation to be highlighted in this respect is that an integrated information system needs to be installed and implemented at all levels of DoL. This system should cater for, among other things, registration of job seekers, registration of training providers, training courses, projects, beneficiaries, aftercare and monitoring. The system should be able to generate a variety of reports including equity statistics as well as placement statistics.

A time based research methodology should be developed by consultants and sustained and replicated by LMIS&P on a regular basis. This type of research targets a manageable sample of projects and can provide reliable placement and monitoring data.

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## **PROVINCIAL REPORTS**

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<b>Free State Summary &amp; Case Study</b>
<b>Gauteng North Summary &amp; Case Study</b>
<b>Gauteng South Summary &amp; Case Study</b>
<b>Kwazulu Natal Summary &amp; Case Study</b>
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<b>North West Summary &amp; Case Study</b>
<b>Western Cape Summary &amp; Case Study</b>

## **ACRONYMS**

ABET	Adult Basic Education and Training
DoL	Department of Labour
EC	Eastern Cape
ESDS	Employment Skills Development Services
ESP2	Employment Services Practitioner
ETQA	Education and Training Qualifications Authority
FS	Free State
GN	Gauteng North
GS	Gauteng South
HR	Human Resources
IDZ	Industrial Development Zone
IQC	Indefinite Quantity Contract
IRIS	Integrated Registration and Investigation System
IT	Information Technology
KZN	KwaZulu-Natal
LC	Labour Centres
LP	Limpopo
LMIS&P	Labour Market Information Systems & Planning
MPU	Mpumalanga
NC	Northern Cape
NGO	Non Governmental Organisation
NQF	National Qualifications Framework
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSFDIS	National Skills Fund Disbursement Information System
NW	North West
OCR	Optical Character Recognition
PIP	Provincial Implementation Plan
PSP	Provincial Skills Plan
SDFW	Social Development Funding Window
SETA	Sector Education Training Authority
SMME	Small, Medium and Micro Enterprise
SPSS	Statistical Package for the Social Sciences
TUP	Training of Unemployed Persons
USAID	United States Agency for International Development
WC	Western Cape

## Conceptual Definitions

### Accreditation

Approval Accreditations refer to an institution meeting certain quality requirements. SAQA accredits Education and Training Quality Assurers (ETQAs) and ETQAs accredit training providers within their sector.

### Aftercare

In the context of the DoL aftercare refers to the support provided to the learners after they have completed their training funded through the DoL. This can entail monitoring of work done and evaluation to establish whether the training had any effect on the workplace behaviour of the beneficiary. Aftercare therefore takes care of re-enforcing training concepts and practices.

### Beneficiary

In the context of this study, the beneficiaries are the people connected to and working on the projects. A beneficiary can be a co-owner of the project or someone employed by the project, in other words, a beneficiary is someone who is directly benefiting from the project and who is an end-user of NSF funds (e.g. service provider, learnership developer) or NSF funded services (unemployed or under-employed). Support provided to the project. This includes the training provided through funds of the SDFW.

### DoL Funded

NSF funds support the training provided for beneficiaries on projects. These skills development projects are DoL projects and it is DoL who negotiates with the NSF to acquire training funds. Projects funded in this way are referred to as DoL funded projects.

### Equity

Equity and redress are integral element built into all social development projects. The following national targets are adopted for the beneficiaries of DoL funded training who have been placed:

- 85% black
- 54% female
- 4% people with disabilities.

### Employment Skills Practitioner 2 (ESP 2)

These are the staff responsible for Employment and Skills Development Services (ESDS) in Labour Centres. The monitoring of placement of beneficiaries after training also forms a cornerstone of their responsibilities.

### Funder

A funder is a person, institution or organisation who makes a sum of money available for specific purposes. In the DoL project context the funder is generally referred to as the non DoL project funder, e.g.: Department of Social Development, Department of Housing, Eskom, SAB etc., who will be either a donor who donates towards the project or the NSF that provides the funding for training of the beneficiaries on a project.

## **Learnership**

A learnership is a skills development programme that combines formal education with practical on the job training under the supervision of an experienced worker. A learnership leads to a qualification on the National Qualifications Framework (NQF).

## **Mentor**

A mentor is usually an experienced person in an organisation or institution who trains and advises new staff members or students. In the context of DoL projects, a mentor is a person who guides beneficiaries who received training to do the job they had been trained for, correctly and to oversee the practical implementation of the training theory. A mentor would also be a general adviser when beneficiaries are experiencing work related problems.

## **Placement**

In the context of this study, placement is the term used to refer to the 'place' (i.e. employment or learnership) in terms of a job awarded to a person who has completed DoL funded training. Placement would thus mean that a beneficiary completed training and had been placed in a certain position or job. This position or job does not necessarily mean placement on the project, but also includes jobs outside the project and to be placed according to the DoL the learner must, within two months of completing training, be:

- Employed in the formal sector;
- Self-employed;
- Working in a social development project; or
- Have secured a learnership agreement with an employer.

## **Project Training Records**

Training is provided through NSF funding to beneficiaries on DoL projects. The Project Training Records illustrate how many beneficiaries were trained and what courses they attended. These records are also used to verify placement against the number of people trained.

For this part of the data collection process, the consultants asked a question in the Project Checklist Questionnaire about the number of DoL funded people trained per project – item C. 1.4 asks Project Managers (with LMIS administering it) to write in boxes the Number of DoL funded people trained. In most instances, LMIS researchers were referred to the project training records – which were often on a bulletin board or in a training record book. The researcher also reviewed the training records at the particular project to verify the figures given by Project Managers and these were later compared to the DoL records.

## **Project Attendance Records**

Beneficiaries who are supposed to be on the project also need to make an appearance every day; this attendance is recorded on Project Attendance Records.

For this part of the data collection process, the researchers looked at the total number of people entered in the attendance register who are working on the project AND who have had DoL funded training. The researchers further broke this number down into the number of present and absent full time and flexi time people, which resulted in a head count. This figure was also compared to responses asking for an estimation of people who regularly attend and the number of people who dropped out.

Therefore, using the **Project Training Records** on project sites and using the **Project Attendance / Placement Registers** of beneficiaries employed, researchers then took the total number placed and divided it by the total number trained to arrive at a final placement **figure of 75% placement**.

## Provincial DoL Training and Placement Records

The consultants used the DoL records in the following way to obtain reliable placement records. It is important to note that these figures came directly from the provincial records sent to the consultants by each of the ten provinces (on the original and updated templates). Assisted by the DoL Head Office, the consultants accessed the individual provincial DoL placement templates. These templates were designed in collaboration with the DoL and the consultants to become a project template. The template was refined and eventually reduced to one page requesting from each province per project, the number of beneficiaries trained and then placed on the projects.

## Red Flagged Projects

These were projects of all above categories that were provided by DoL to the researchers as part of the original research sample. When the fieldworkers went out to visit these projects, they were either no longer in existence, they could not be found, or they had no beneficiaries or project managers present to interview. These projects still appear on the DoL lists of projects.

## Service / Training Provider

An individual or organisation that provides a training service and who is responsible for putting together requirements necessary to deliver learning programmes and ensures that training takes place according to schedules and agreements.

The training of beneficiaries is outsourced by the DoL to service providers who undertake to provide the necessary training. In the project context all the people who provide training has become known as training providers. Training providers are supposed to be accredited and utilise registered trainers, however, this is not currently mandated for all skills development projects.

## Skills Development Funding Window (SDFW)

One of the key national priorities identified under the NSF is to reduce unemployment and underemployment through social development initiatives. The SDFW has been established to fund skills development projects under this category. Funds from the SDFW will be disbursed through the provincial offices of the DoL.

## Social Development Project

Within the context of this study social development project or project include:

1. **Poverty alleviation projects:** Government or other stakeholders establish these projects for a certain period of time with the aim to create employment and income for disadvantaged groups. These projects can be of short-term or longer-term nature. Examples of these categories of projects are: Public works Projects, the Working for Water project and the nodal projects.
2. **SMME Projects:** These include projects, which have been established to create or expand a small enterprise, often in the informal sector.

3. **Formal sector projects:** In selected provinces the DoL supports training initiatives within the formal sector. The definition of projects therefore includes established companies.
4. **Skills development projects** are those projects that fund the skills development component of the above categories of projects.



# 1. Introduction

Khulisa Management Services is part of a consortium, led by Development Associates, that is providing technical assistance to the Department of Labour (DoL) and the Department of Education via Task Orders under an Indefinite Quantity Contract (IQC) funded by the United States Agency for International Development (USAID). Under this IQC, Task Order Nine is providing Technical Support to the DoL and five Sector Education Training Authorities (SETAs).

There are six activities in Task Order Nine, and Task VI is providing the DoL with technical assistance to develop and implement a system that will enable its Employment Skills Development Services (ESDS) Units and Labour Centres (LCs) in all provinces to monitor and verify the placement of Social Development Funding Window (SDFW) trainees.

The task is intended to assist the DoL in verifying its National Skills Development Strategy indicators for Objective 4: Promoting skills development for employability and sustainable livelihoods through social development initiatives by 2005. More specifically, “By 2005, the impact of the National Skills Fund is measured by project type and duration, including details of placement rates which shall be at least 70 percent.”

## 1.1. Rationale for Research Activity

As a preliminary activity of the task, the consultants visited four provinces (North West, Gauteng South, Free State, and Eastern Cape) that were selected in conjunction with the DoL. The primary purpose of these visits was to:

- Evaluate the roll-out of the Integrated Registration Information System (IRIS); and
- Look at best practices being used to verify placement at NSF funded work programmes/projects (both urban and rural).

The intention of these initial visits in the field was to provide sufficient information to assess these practices and come up with a hybrid solution to verify placement. However, the visits to the ESDS Business Units of the four provincial DoLs, as well as various Labour Centres, revealed that IRIS was still in the conceptual stages, that placement verification processes lacked standardisation and, consequently, differed from province to province. Furthermore, the visits provided an awareness of challenges faced by DoL personnel in verifying placement.

The findings from these visits provided the impetus to look further and deeper into the issues surrounding verification of placement statistics and project sustainability and resulted in a **research proposal** with the following objectives:

- 1) To obtain **placement statistics** in each province and to report at the NSDS conference from 14 – 16 October 2003; and
- 2) To determine the factors contributing **to project sustainability** and to make recommendations to the DoL on the best practices that lead to sustainable projects.

# 2. Background

The Skills Development Act (the Act) and the Skills Development Levy Act were passed in 1998 and 1999 respectively. The legislation charged the Minister of Labour to prepare a National Skills Development Strategy. The National Skills Authority was established in terms of the Act to develop such a strategy. The National Skills Strategy would serve to:

- Develop a culture of high level lifelong learning;
- Foster skills development in the formal economy for productivity and employability;
- Stimulate and support skills development in small businesses;
- Promote skills development for employability and sustainable livelihoods through social development initiatives; and
- Assist new entrants into employment.

The two most important steps in the advancement of South Africa's skills development strategy were the introduction of the Skills Development Levy and the creation of the National Skills Fund (NSF). The NSF was created to provide the funding to address issues of national importance including unemployment and special assistance to designated groups. The designated groups are youth, rural people, women and people with disabilities.

The Employment and Skills Development Service (ESDS) of the DoL is tasked with ensuring the development of a skilled labour force in South Africa by supporting projects designed to assist designated groups through funding from the NSF. The 128 labour centres of DoL will work to ensure proper delivery and implementation of the National Skills Strategy. The labour centres and the provincial officials of DoL need to understand the provincial and local economy in which they operate, and have to develop Provincial Skills Plans that include key processes to ensure that there is a co-ordinated approach to address skills development issues related to social development.

In order to comply with the legislative mandate, the Provincial Employment and Skills Development Services (ESDS) Business Unit of the Department of Labour, through utilising NSF funds, offers unemployed persons the opportunity to be trained by Service Providers. The ESDS Business Unit sources the Service Provider, provides the funding and a follow up service of three months after the training has been completed.

The social development initiatives and viable development projects are those that:

- Improve the quality of life of the poor;
- Secure basic services and infrastructure; and
- Lay the foundations for rising standards of living through access to new forms of income generation.

Social Development projects include self-employment initiatives in the micro and survivalist sectors. A component of the NSF is devoted to social development activities and the provision of practical assistance to unemployed and under-employed people. To achieve this end, co-operation between Government Departments, Development Agencies and Non-Governmental Organisations at national, provincial and local levels needs to be established. Opportunities also exist for collaboration with social development initiatives such as community-based public work programmes, Working for Water programmes, and youth development programmes to encourage self-employment. Whilst these programmes may not be seen primarily as small business development opportunities, they provide fertile ground for the identification of people with entrepreneurial talents.

### **3. Research Design and Methodology**

The sources of inquiry employed in this project were aimed at generating specific kinds of complementary data as well as at providing the opportunity to analyse the data in a variety of

ways. For this research, therefore, both the quantitative and qualitative research paradigms were implemented for data collection concerning the training projects funded by the Department of Labour (DoL).

The choice to use both paradigms to complement each other was determined by the type of knowledge the project required. The qualitative paradigm allows for broader and richer descriptions through sensitivity to the ideas and meanings of individuals concerned, as well as the increased likelihood of developing empirically supported new ideas and theories together with increased relevance and interest for practitioners. The qualitative research for this project allowed for investigation of the role that DoL plays in the projects, and for the recording of the feelings and interpretations of the managers and beneficiaries of projects through responses and non-verbal cues that were observed during the research proceedings.

The quantitative research employed in this project represents an inquiry into social and human problems (e.g. unemployment and job creation, allocation of funds, placement, etc.) based on testing a theory composed of variables, measured with numbers and analysed using statistical procedures to determine whether the predictive generalisations of theory hold truth.

The quantitative questionnaires designed and developed for this research provided the initial survey technique that could be complemented by other techniques such as case studies and interviews and record reviews. Once responses were received, a quick analysis was conducted to determine whether:

- The initial data collected was useful;
- Recommendations and lessons to be learnt were relevant; and
- The analysis provided a basis for a triangulation of data obtained from the interviewing and observation processes.

### **3.1. Research Objectives**

Two main objectives were directing the research:

The first objective of the research was to obtain placement statistics in each province to report back to on the progress of achieving the NSDS indicators at the NSDS conference in October 2003. Statistics are required on:

- Number of people on the projects whose training was funded by DoL;
- Employee equity breakdown; and
- Other inter-departmental departments / parties involved (e.g. Housing, Social Development, Welfare, Transport, NGO, local, private, etc.).

The second research objective was to determine the sustainability factors present in successful projects, identify challenges for implementation, and make recommendations to the DoL on the best practices that enhance sustainable projects.

### **3.2. Research Study Indicators**

In any research study, it is imperative for the researchers and the client to agree upon a set of indicators that are aligned to the objectives of the research. The research instruments were designed within the parameters set by the indicators and aligned to the data analysis plan. By employing this strategy the researchers maintained a focused approach using designed instruments that were based on the indicators, and eliminated extraneous questions.

Indicator inputs incorporated into the research and instrument design for each of the two objectives include:

### **3.2.1. Objective 1: Obtain Placement Statistics**

Placement statistics were mainly determined by:

- Obtaining the number of trainees still active in the project three months following the completion of training and using a two-month placement window; and
- Determining the nature of individual projects.

### **3.2.2. Objective 2: Project Sustainability**

Project sustainability was researched through the following methods employed to:

- Determine training satisfaction;
- Establish the length of project;
- Evaluate the use of an acquired set of skills;
- Determine the frequency/quality of post training aftercare offered by service providers/DoL;
- Review the project lifespan in terms of time and beneficiaries;
- Determine the financial probity, gains/losses-income derived from the project;
- Determine marketing practices and strategies;
- Evaluate management and administration structures and practices;
- Assess beneficiary involvement and quality of life factors;
- Investigate the nature of project infrastructure support;
- Establish demographic factors of beneficiaries; and
- Describe the geographic location of project.

## **3.3. Evaluation of Training**

Components of the Strategic Planning Model (also known as the Kirkpatrick Model) were used to evaluate the success of the training received by the beneficiaries.

### **3.3.1. Kirkpatrick Model Overview**

The Kirkpatrick Model states that the function of training is to transfer knowledge, skills, or attitudes and that the purpose of training is to change actual potential behaviour. The model specifies the importance of measuring training satisfaction and the learning, which occurs during the training activity.

The Kirkpatrick Model consists of four levels. Each successive evaluation level is built on the information provided by the lower or previous level. For the purposes of this study, researchers assessed respondent perceptions to ascertain:

- **Level One:** Satisfaction with the DoL training;
- **Level Two:** Knowledge and skills learnt;

- **Level Three:** Behaviour change/skills transfer on the job; and
- **Level Four:** Added value in terms of increased productivity, networking and quality of life.

## 4. Instrument Development

An instrument development workshop with LMIS and ESDS officials resulted in the development of three instruments: a Project Checklist; a Beneficiary Questionnaire; and an ESP2 questionnaire, each designed with the input of the LMIS representatives to ensure relevancy and buy-in. Following the one-day workshop, the instruments were reviewed and critiqued by the relevant stakeholders and subsequently finalised, resulting in three instruments that became a major part of the data collection (see Appendix A).

### 4.1. Data Collection Methods

Several methods were employed to collect a diverse set of data. These include the following:

#### 4.1.1. Early Site Visits

In February and March 2003, Khulisa consultants visited 12 NSF funded programme/projects sites in four provinces as recommended by the Department of Labour to observe placement verification processes and to identify best practices and challenging sustainability issues. The DoL provincial offices, Labour Centres and SDFW project sites were visited in both rural and urban areas of four provinces to conduct unstructured, informal interviews. The number of projects and provinces visited were:

- One project in the North West on 28 February 2003;
- Three projects in Gauteng South on 14 March 2003;
- Five projects in the Free State on 5 and 6 March; and
- Three projects in the Eastern Cape on 6 and 7 March 2003.

In addition, researchers visited three “good” and two “bad” sites as identified by provincial officials in Limpopo province. From this experience, researchers were able to develop the preliminary project checklist list of practices.

Based on the established research indicators, factors influencing the sustainability of projects were listed and a factor analysis was conducted to identify nine categories of factors that should be accounted for in successful projects. These categories would later be incorporated into the instrument design and analysis plans and is described below:

- **Management and Administration** – practices and processes such as the existence of business plans, human, financial and technical resources, roles, committees, communication, and teamwork structures;
- **Finance and Remuneration** - evidence of bank account, operating costs, wage registers, and other financial systems in place;
- **Marketing** – existence of a marketing strategy, targeting of a market, product demand, community support and product advertisement;
- **Sustainability** – eight sustainability factors identified by DoL which include: placement ratio, inter-departmental collaboration, ownership by beneficiaries,

participation in nodal projects, increased earnings by beneficiaries, future employability, sustainable livelihood for beneficiaries, and equity targets met;

- **Infrastructure** – human, technical and physical resources available;
- **Training** – whether the training provider was accredited, satisfaction aspects, skills audit conducted, aligned with PIP and PSP, and monitoring of training;
- **Post Training Monitoring and Aftercare** - continuous monitoring and support, follow-up visits, start up packs, and mentoring;
- **Placement** – verification of placement statistics using three criteria; and
- **Beneficiaries** – involvement in decision-making activities, communication and transparency practices, human resource support structures and quality of life factors.

#### 4.1.2. Instrument Pre-testing

In order to ensure the validity and reliability of the instruments prior to commencing fieldwork, all instruments were pre-tested with a small sample of respondents on a project in Gauteng South Province. They were again pre-tested during the LMIS&P Cluster training in three provinces: Gauteng North, Kimberley and Western Cape. The information gained during pre-testing was utilised to further refine the instruments before they were rolled out in the research process.

#### 4.1.3. Project Check List and Beneficiary Questionnaire

In each province a sample of projects was selected. The project manager responded to a Project Check List questionnaire, and five to 10 beneficiaries of each project responded individually to Beneficiary questionnaires. LMIS&P researchers administered these questionnaires.

#### 4.1.4. Desk-Top Review

A desktop review focused on the reports and statistics generated by each province to create an understanding of what practices are in place and the quality of those practices in each province around the generating of verification statistics. This was carried out by LMIS&P researchers through a review of project site logbooks, records, registers, etc., using a project protocol (see Appendix B).

#### 4.1.5. Telephonic Interviews

As part of the research and data gathering process, telephonic interviews were conducted with ESP2s of the DoL in order to obtain their opinions concerning placement statistics and project sustainability issues. The interviews were conducted in a structured manner; the same questions were posed to each respondent in order to allow for the collection of richer and more detailed qualitative data.

#### 4.1.6. LMIS as Project Researchers

This research project also focused on skills transfer to upgrade the capacity of the DoL to monitor and evaluate projects. Three members per province of the LMIS unit were trained to administer the research instruments to a sample of projects in each province.

#### **4.1.7. Case Studies of Best Practices**

Case studies were included because qualitative research is essentially multi-method in focus and involves a naturalistic approach to subject matter. Qualitative researchers who undertake case studies, study people situated in their natural setting, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Accordingly they are able to build a complex, holistic picture, analyse words and report detailed views of informants.

A case study protocol was designed to organise the observation process. The language of case studies is descriptive, anecdotal, and in-depth. Case studies place the researcher in an optimal position to identify and offer practical suggestions for improvement. This approach was designed to probe for a variety of evidence on independent factors affecting implementation and to provide contextual understanding.

#### **4.1.8. Observation**

Observation is qualitative in essence and entails the systematic noting and recording of events, behaviours and artefacts in the social setting chosen for study. During the observation, the researcher learns about the behaviours of people and the meaning attached to such behaviours. These observations were recorded in the form of field notes.

#### **4.1.9. Image-Based Research**

Findings were enhanced by image-based research. This type of research uses photographs within the sociological research process. In this sense, the findings in a case study are enhanced by photographs taken on site and which are presented in the form of visual quotes. This method was used in conjunction with other evidence to support a particular theory or working hypothesis with regard to the Placement Verification practices adopted by the DoL. Photographs add authenticity to the observation process. As part of this process, the DoL Communication Programme was informed and asked for their input into the process. The image-based data collecting method was only employed for the case studies.

### **4.2. Population and Sampling**

In order to achieve the objectives as set out above, stratified random sampling was done from the population consisting of projects in all 10 of the provinces<sup>1</sup>. Strata used in the sampling process included:

#### **4.2.1. Sectors**

- Formal; and
- Informal.

#### **4.2.2. Other Possible Categories**

- Project fiscal year (April 2002 – March 2003); and
- Representative geographical location for each province.

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<sup>1</sup> DoL refers to 10 provinces as Gauteng has been split into Gauteng North and Gauteng South.

## 5. Sample

Two samples were therefore drawn: a Time frame sample and a Case Study sample:

### 5.1. Time Frame Sample

The original sample for the Time frame sample was 304 NSF social development projects and a maximum of 3040 and a minimum of 1520 beneficiaries. The actual sample was 223 projects (see Appendix C) and includes 977 beneficiaries as seen in Table 1 and Table 2 below:

**Table 1: Actual Sample: Number of Projects by Province**

Province	Frequency	Percent
Gauteng North	6	4.0
Gauteng South	23	9.0
Limpopo	29	13.0
Mpumalanga	22	9.9
North West	17	7.6
KwaZulu Natal	14	6.3
Free State	46	20.6
Northern Cape	16	7.2
Eastern Cape	34	15.2
Western Cape	16	7.2
<b>Total</b>	<b>223</b>	<b>100.0</b>



**Table 2: Actual Sample: Number of Beneficiaries by Province**

Province	Frequency	Percent
Gauteng North	17	1.7
Gauteng South	102	10.3
Limpopo	131	13.4
Mpumalanga	114	11.7
North West	72	7.3
KwaZulu Natal	65	6.7
Free State	198	20.4
Northern Cape	52	5.4
Eastern Cape	125	12.8
Western Cape	101	10.3
<b>Total</b>	<b>977</b>	<b>100.0</b>

The objectives of the Time frame Sample include:

- Investigation of placement and sustainability factors in all projects in all 10 provinces in **which training was completed** between 1 September 2002 and 31 December 2002. This provided the **two-month placement window** and **three-month working window** required in terms of the DoL definition of placement.
- Using the provincial verification data provided by the ESDS manager per province with the assistance of head office in Pretoria for the same time period and comparing it to the statistics generated by the research for purposes of confirmation.

The reason for choosing the Time frame sample was that there was a greater possibility that the projects would be in existence and that the beneficiaries would, therefore, be locatable and working on the project. This modus operandi gave researchers direct access to project managers and beneficiaries of actual projects and thus the figures and statistics presented are much more reliable and yielded far more accurate verification statistics.

As mentioned above, the original sample of 304 projects was reduced to 223 projects, with a loss of 81 projects, due to the following reasons:

- No project checklist was completed;
- Researchers could not locate projects;
- Project no longer existed – “ghost projects”;
- Project was never “kick started”; and
- Other reasons to be investigated by the DoL.

Please refer to Appendix D for a list of these projects.

## 5.2. Case Study Sample

The Case Study sample was drawn from 19 Best Practices Project Sites selected by the provinces. Of these, one project from each province was selected, resulting in 10 Best Practice sites as illustrated in Table 3 below:

**Table 3: Best Practice Case Study Sample**

Province	Location	Project Name	Skills	No. Trained	Total No. Placed	% Placement
GN	Pretoria (Roslyn)	Automotive Youth Leadership Project	Factory machine maint., Fitter aid	60	43	72%
GS	Jhb-Langlaagte	EDA Black Empowerment Initiative	Motor mechanic, business skill, cleaning	60	60	100%
Limpopo	Vhembe District	Nandoni Dam Resettlement Project	Bricklaying, plastering, carpentry & plumbing	120	58	48%
MPU	Albert Lethuli	Ekulindeni Hydroponics	Book keeping	21	21	100%
NW	Klerksdorp	Hartebees Community Project	Farming /Agriculture	26	26	100%
KZN	Durban	Ushaka Marine Theme Park	Construction Skills	510	240	47%
FS	Virginia	Ithabeleng Layers	Farming / Agriculture	32	32	100%
NC	Warrenton	Super Chicken	Broiler production & business skills	60	60	100%
EC	PE	Coega IDZ Project	Civil Eng. Skills & SMME	1698	1698	100%
WC	Noordhoek	False Bay College	Pottery	11	11	100%

## 5.3. Researcher Training

The researcher training was presented in the form of a two-day training workshop for three clusters of LMIS personnel. The DoL suggested the following clusters:

- Cluster 1: **Coastal**, which included the Western Cape (32), the Eastern Cape (43) and KwaZulu Natal (30);
- Cluster 2: **Northern**, which included Gauteng North (6) and Gauteng South (33), Limpopo (38) and Mpumalanga (28); and
- Cluster 3: **Midlands**, which included North West, Free State and Northern Cape.

The training covered the sampling framework, the administration of questionnaires and research processes. A research schedule and timeline were developed during the training sessions and agreement on deadlines for the submission of the research instruments was reached. A Research Management Plan was finalised and communicated to all stakeholders (refer to Appendix E).

#### **5.4. Data Entry / Data Capturing**

For quantitative evaluations and studies, questionnaires were designed and the data was captured through a software package called TELEform. This is a state of the art software package that works in conjunction with a scanner to expedite data capturing while also enhancing accuracy through the use of Optical Character Recognition (OCR). All quantitative / structured instruments were captured using the sophisticated TELEform data recording package.

##### **5.4.1. Data Analysis**

Multiple statistical approaches were utilised to analyse the data and align the analysis to the objectives and indicators of the research project. For the quantitative data analysis, the quantitative data analysis programme Statistical Package for the Social Sciences (SPSS) was used. The pre-test (pilot) and the assessment questionnaire were both analysed using SPSS. Analysis was done and is presented by individual project, by province and by global (country wide). Additionally the Statistical Analysis Software (SAS) package was utilised.

The qualitative data obtained was coded and analysed using a qualitative data analysis package, ATLAS/ti. This facilitated the analysis of large bodies of textual data.

### **6. Research Assumptions**

The following are research assumptions:

- Projects were selected randomly and are, therefore, a representative sample within the designated DoL funded timeframe;
- Questions on instruments are valid and necessary to elicit desired responses;
- Instruments were pre-tested and piloted on a selected group so that questions would be understood by all respondents in the sample;
- Beneficiaries and respondents would answer openly and honestly;
- Training of Unemployed Persons (TUP) system could produce project training and placement records;
- DoL Provincial training and placement records/templates were accurate; and
- The decision to use the Time frame sample was appropriate.

### **7. Research Limitations**

Research limitations for the project include:

- Over one fourth of the original sample did not respond, thereby limiting generalisations to the global population;
- There was an average of three respondents per project (instead of intended 5 to 10); therefore, views are less representative per province;
- A Hawthorne effect through the image based research as well as the observation itself may have influenced the project operations on the researcher visitation day; and
- Researcher bias (although there were attempts to control by using LMIS DoL officials) remains a constraint to the conclusiveness of the observations.

## 8. Respondents

Project managers and beneficiaries from all provinces responded to the research questionnaires, interviews and records review processes.

**Table 4: Response Rate**

Number	Province	Original Sample	No of Projects Received	Project Checklists Received	Beneficiary Questionnaires Received
1	GN	6	6	6	17
2	GS	33	30	23	101
3	LP	38	33	29	131
4	MPU.	26	23	22	114
5	NW	34	19	17	71
6	KZN	30	22	14	65
7	FS	45	46	46	199
8	NC	19	16	16	53
9	EC	43	37	34	125
10	WC	30	19	16	101
	<b>Totals:</b>	<b>304</b>	<b>251</b>	<b>223</b>	<b>977</b>

The original sample of 304 projects was reduced to 223 projects for a variety of reasons. Characteristics of respondents to the questionnaires are reported in Table 4 above.

### 8.1. Project Checklist Respondents

There were 223 project manager respondents to the Project Checklist. Of these, 221 project managers responded to the item that reported race. The majority of project managers were Black as illustrated in Table 5 below.

**Table 5: Race for Managers**

Province	White		Black		Coloured		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Gauteng North	0	0%	4	66.7%	2	33.3%	6	100.0%
Gauteng South	8	34.8%	13	56.5%	2	8.7%	23	100.0%
Limpopo	0	0%	29	100.0%	0	0%	29	100.0%
Mpumalanga	0	0%	22	100.0%	0	0%	22	100.0%
North West	0	0%	17	100.0%	0	0%	17	100.0%
KwaZulu Natal	1	7.1%	12	85.7%	1	7.1%	14	100.0%
Free State	1	2.2%	45	97.8%	0	0%	46	100.0%
Northern Cape	1	6.3%	5	31.3%	10	62.5%	16	100.0%
Eastern Cape	3	8.8%	30	88.2%	1	2.9%	34	100.0%
Western Cape	8	53.3%	0	0%	7	46.7%	15	100.0%
<b>Total</b>	<b>22</b>	<b>9.9%</b>	<b>177</b>	<b>79.7%</b>	<b>23</b>	<b>10.4%</b>	<b>222</b>	<b>100.0%</b>

The above table shows that 80% (or 176) were Black, 10% (or 23) were Coloured and 10% (or 22) were White. Females outnumber males in managerial roles; 63% of project managers were females and 37% were males as seen in Table 6 that follows.

**Table 6: Gender for Managers**

Province	Male		Female		Total	
	Freq.	%	Freq.	%	Freq.	%
Gauteng North	4	66.7%	2	33.3%	6	100.0%
Gauteng South	11	47.8%	12	52.2%	23	100.0%
Limpopo	11	39.3%	17	60.7%	28	100.0%
Mpumalanga	5	22.7%	17	77.3%	22	100.0%
North West	9	52.9%	8	47.1%	17	100.0%
KwaZulu Natal	7	50.0%	7	50.0%	14	100.0%
Free State	16	34.8%	30	65.2%	46	100.0%
Northern Cape	5	31.3%	11	68.8%	16	100.0%
Eastern Cape	10	29.4%	24	70.6%	34	100.0%
Western Cape	5	31.3%	11	68.8%	16	100.0%
<b>Total</b>	<b>83</b>	<b>37.4%</b>	<b>139</b>	<b>62.6%</b>	<b>222</b>	<b>100.0%</b>

Mean age average for project managers was 45 years old.

## **8.2. Beneficiary Questionnaire Respondents**

There were 965 beneficiaries that answered the Beneficiary Questionnaire. Of these, 88% (or 848) were Black, 11% (or 112) were Coloured and 1% (or 5) were White (see Table 7 below):

**Table 7: Race for Beneficiaries**

Province	White		Black		Coloured		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Gauteng North	0	0%	15	88.24%	2	11.76%	17	100%
Gauteng South	4	4%	92	92%	4	4%	100	100%
Limpopo	0	0%	130	100%	0	0%	130	100%
Mpumalanga	0	0%	112	99.12%	1	0.88%	113	100%
North West	0	0%	69	100%	0	0%	69	100%
KwaZulu Natal	0	0%	62	96.88%	2	3.13%	64	100%
Free State	0	0%	196	98.49%	3	1.51%	199	100%
Northern Cape	1	1.89%	23	43.4%	29	54.72%	53	100%
Eastern Cape	0	0%	120	98.36%	2	1.64%	122	100%
Western Cape	0	0%	29	29.59%	69	70.41%	98	100%
<b>Total</b>	<b>5</b>	<b>0.52%</b>	<b>848</b>	<b>87.88%</b>	<b>112</b>	<b>11.61%</b>	<b>965</b>	<b>100%</b>

The percentage of African respondents in the sample (88%) is close to meeting the National target of 90%.

Females make up 69% (or 653) of respondents (exceeding the National target of 54%) and males comprise 31% (or 288) of respondents, as seen in Table 8 below:

**Table 8: Gender for Beneficiaries**

Province	Male		Female		Total	
	Freq.	%	Freq.	%	Freq.	%
Gauteng North	8	53.33%	7	46.67%	15	100%
Gauteng South	50	53.76%	43	46.24%	93	100%
Limpopo	32	26.02%	91	73.98%	123	100%
Mpumalanga	16	14.41%	95	85.59%	111	100%
North West	20	29.85%	47	70.15%	67	100%
KwaZulu Natal	15	23.08%	50	76.92%	65	100%
Free State	54	27.69%	141	72.31%	195	100%
Northern Cape	14	26.42%	39	73.58%	53	100%
Eastern Cape	35	29.17%	85	70.83%	120	100%
Western Cape	44	44.44%	55	55.56%	99	100%
<b>Total</b>	<b>288</b>	<b>30.61</b>	<b>653</b>	<b>69.39</b>	<b>941</b>	<b>100</b>

Age groups collected mean age of beneficiary respondents. Analysis reveals the largest beneficiary representation is in the 46 years and older age group (28%), followed by the age groups: 18-25, 31-35, 41-45 years old (15% respectively), followed by 26-30 years old (14%) and 36-40 years old (13%).

### **8.3. ESP Questionnaire**

Twenty telephonic interviews were conducted with ESP2s, two per province as identified by the DoL. A total of 20 ESP2s were interviewed; 16 were females and 4 were males. The majority of respondents were Black (16 or 80%), followed by 3 (or 15%) White and 1 (5%) Indian (see Table 9 below):

**Table 9: ESP2 Responses**

Number of Provinces	No. of Interviews per province.	Race	Race	Race	Female	Male	Total Interviews Conducted
		Black	White	Indian			
<b>10</b>	<b>2</b>	16	3	1	16	4	<b>20</b>
100%		80%	15%	5%	80%	20%	<b>100%</b>

## 9. Overall Key Findings

This section reports key overall findings from the data analysis for the nine major indicators assessed in this research, with a focus on factors impacting on Placement, Training and Project Sustainability.

This comprehensive report, which triangulates the data and summarises the findings for all indicators, will be available to the DoL to:

- Highlight best practices;
- Address challenges; and
- Offer recommendations to inform future policy directions.

Overall global (country-wide) findings are reported in this section. Key findings and a best practice case study for each province are reported in a subsequent section of this report.

### 9.1. Placement Findings

Placement verification was obtained by reviewing training records and placement documentation from the following sources of information:

- A headcount on day of visit;
- Attendance register entries on day of visit;
- Number of DoL funded trainees per project manager responses; and
- A review of provincial records/templates for training and placement verification.

Using the above criteria, **DoL funded the training for 4146 beneficiaries** in 223 of the sampled research projects. Placement verification is calculated for three criteria:

- Attendance Register entries;
- Head Count (Present full Time, Present Flexi Time); and
- DoL Provincial Placement Records.

The table below represents the number of DoL funded trainees, and includes a head count of full time and flexi-time beneficiaries, attendance by register, and placement categories.

The total number of DoL funded people trained for the project sample that is used for the placement verification statistics calculation is, therefore, 4146 (refer to Table 10, column A).

**Table 10: Placement Verification Numbers**

PROVINCE	No. DoL Funded People Trained (A)	People Present (Full Time) (B)	People Present (Flexi Time) (C)	People Absent (Full Time) (D)	People Absent (Flexi Time) (E)	Attendance Register/ Placed (F)	Regular Attend (G)	Dropped Out (H)
Gauteng North	115	54	6	19	0	45	41	3
Gauteng South	429	220	103	145	100	351	459	74
Limpopo	586	244	118	87	82	355	332	73
Mpumalanga	312	173	0	103	12	218	183	36
NorthWest	231	140	2	47	0	115	161	59
KwaZulu Natal	105	83	0	22	0	84	108	10
Free State	499	348	3	156	0	225	227	57
Northern Cape	177	88	3	32	2	106	96	51
Eastern Cape	510	253	0	201	0	400	363	101
Western Cape	1182	703	0	56	0	1205	1207	52
<b>Grand Total</b>	<b>4146</b>	<b>2306</b>	<b>235</b>	<b>868</b>	<b>196</b>	<b>3104</b>	<b>3177</b>	<b>516</b>

**Table 11: Placement Verification Statistics**

PROVINCE	Attendance Register by Funded  $\left(\frac{F}{A}\right)$	Present Full Time by Funded  $\left(\frac{B}{A}\right)$	Present Full and Flexi by Funded  $\frac{(B+C)}{A}$	Present and Absent (Full) by Funded  $\frac{(B+D)}{A}$	Present and Absent (Full and Flexi) by Funded  $\frac{(B+C+D+E)}{A}$
Formula: (refer to the column labels above)					
Gauteng North	39.13%	46.96%	52.17%	63.48%	68.70%
Gauteng South	81.82%	51.28%	75.29%	85.08%	132.40%
Limpopo	60.58%	41.64%	61.77%	56.48%	90.61%
Mpumalanga	69.87%	55.45%	55.45%	88.46%	92.31%
NorthWest	49.78%	60.61%	61.47%	80.95%	81.82%
KZN	80.00%	79.05%	79.05%	100.00%	100.00%
FreeState	45.09%	69.74%	70.34%	101.00%	101.60%
Northern Cape	59.89%	49.72%	51.41%	67.80%	70.62%
Eastern Cape	78.43%	49.61%	49.61%	89.02%	89.02%
Western Cape	101.95%	59.48%	59.48%	64.21%	64.21%
<b>Grand Total</b>	<b>74.87%</b>	<b>55.62%</b>	<b>61.29%</b>	<b>76.56%</b>	<b>86.95%</b>



**Table 12: DoL Records: Trained and Placement Numbers**

<b>DoL Records</b>						
<b>PROVINCE</b>	<b>No. DoL Funded People Trained</b>	<b>Females Placed</b>	<b>Males Placed</b>	<b>Disabled People Placed</b>	<b>People Placed (Male and Female)</b>	<b>People Placed by Funded</b>
Gauteng North	54	30	14	20	44	81.5%
Gauteng South	816	158	355	20	513	62.9%
Limpopo	633	407	288	0	695	109.8%
Mpumalanga	292	219	22	12	241	82.5%
NorthWest	319	181	36	0	217	68.0%
KwaZulu Natal	180	109	36	10	145	80.6%
Free State	425	366	135	0	501	117.9%
Northern Cape	142	94	37	0	131	92.3%
Eastern Cape	471	407	130	0	537	114.0%
Western Cape	1250	651	49	0	700	56.0%
<b>Grand Total</b>	<b>4582</b>	<b>2622</b>	<b>1102</b>	<b>62</b>	<b>3724</b>	<b>81.3%</b>

### 9.1.1. Placement Verification by Attendance Register (1<sup>st</sup> Criteria)

LMIS researchers reviewed actual training records and attendance registers on Social Development projects. Project training records revealed 3,104 DoL funded trained employees were on the project register the day of the visit. **This resulted in a placement rate of 75%**, which is slightly above the desired rate of 70% placement. In arriving at that figure, researchers had to look at **both project training records and attendance/placement records**.

#### 9.1.1.1. Research Project Training Records

For this part of the data collection process, the consultants asked a question in the Project Checklist Questionnaire about the number of DoL funded people trained per project – item C.1.4 asks Project Managers (with LMIS administering it) to write in boxes the Number of DoL funded people trained. In most instances, LMIS researchers were referred to **the project training records** – which were often on a bulletin board or in a training record book. The researcher also reviewed the training records at the particular project to verify the figures given by Project Managers and these were later compared to the DoL records.

#### 9.1.1.2. Research Project Attendance/Placement Register

For this part of the data collection process, the researchers looked at the total number of people entered in the **attendance/placement register** who are working on the project AND who have had DoL funded training and answered items C.1.5 through C.1.7 on the Project Checklist. The question was further broken down into the number of present and absent full time and flexi time people, which resulted in a head count. This figure was also compared to responses from questions asking for an estimation of people who regularly attend and the number of people who dropped out.

Therefore, using the **Project Training Records** on project sites and using the **Project Attendance/Placement Registers** of beneficiaries employed, researchers then took the total number placed (refer to Table 10, column F) and divided it by the total number trained (refer

Table 10, column A) to arrive at a final placement **figure of 75% placement** (refer to Table 11, column 1).

When all the employees are included: present full and flexi-time and absent full and flexi-time employees from register are included, then the register count becomes **3605** and the **placement rate becomes 87%**.

If only the **present and absent full time only** employees are included (no flexi-time included), the register count becomes **3174**, resulting in a **77% placement rate**.

#### **9.1.2. Placement Verification by Head Count (2<sup>nd</sup> Criteria)**

LMIS researchers took a head count on day of visit. This activity resulted in reported total headcount of **2541**, consisting of only **present full and flexi-time employees** who were on site at projects visited. This results in a placement rate of **62%**, which is less than the 70% placement rate indicated in the NSDS.

#### **9.1.3. Placement Verification by DoL Records Review (3<sup>rd</sup> Criteria)**

The consultants used the DoL records in the following way to obtain reliable placement records. Through the assistance of DoL Head Office, templates from each province outlining the number of DoL funded people trained and then placed per project in the selected sample were submitted. These figures came directly from the provincial records (on original and updated templates) and were entered as such and were the source for the DoL records statistic of 81% placement (see Table 12). (These were DoL **training records**, as TUP does not have project records per se).

Assisted by the DoL Head Office, consultants accessed the individual provincial DoL placement templates. The total number of DoL people trained was reported as **4582** and the number of people placed on the sample projects was **3724**, resulting in a **placement rate of 81%**.

This placement rate from the DoL records review lies somewhere between the actual research attendance register placement rate of 75%, the present and absent full time placement rate of 77%, and all the employees (present/absent full and flexi) rate of 87%.

**Researchers tend to view the attendance register placement rate of 75% as the more valid statistic.**

#### **9.1.4. Equity Placements and Breakdown**

According to the DoL records review, there were **3724** beneficiaries placed on projects. Females outnumber males on projects, as there were **2632** (or 70%) females and **1102** (or 30%) males placed on projects.

In terms of race breakdown, there were **2967** (or 80%) Black beneficiaries placed on projects and **757** (or 20%) coloured beneficiaries placed on projects.

Of the total number placed on projects, **645** (or 16%) were reported as disabled people.

Therefore, equity targets for all population categories have been met (race, gender and disability).

### 9.1.5. Drop Outs

According to the research findings, approximately 516 beneficiaries dropped out of the projects. One item on the beneficiary questionnaire asked beneficiaries what they thought happened to those trained who had left the project. By far the most often cited reason for leaving a project was the fact that the beneficiary found another job (37%). This was pretty much the norm across provinces, with the Western Cape reporting the highest rate (55%) for leaving, followed by Limpopo (52%) and Eastern Cape (49%). Other reasons given for leaving the project were that a family member got sick, the beneficiary got sick or that the beneficiaries left the project for further training (refer to Figure 1 below). An interesting statistic was found in the North West province where 21% of those who left the project did so because they fell pregnant. This exceeded the rates for other provinces.

**Figure 1: Drop Outs - What Happened to Them?**

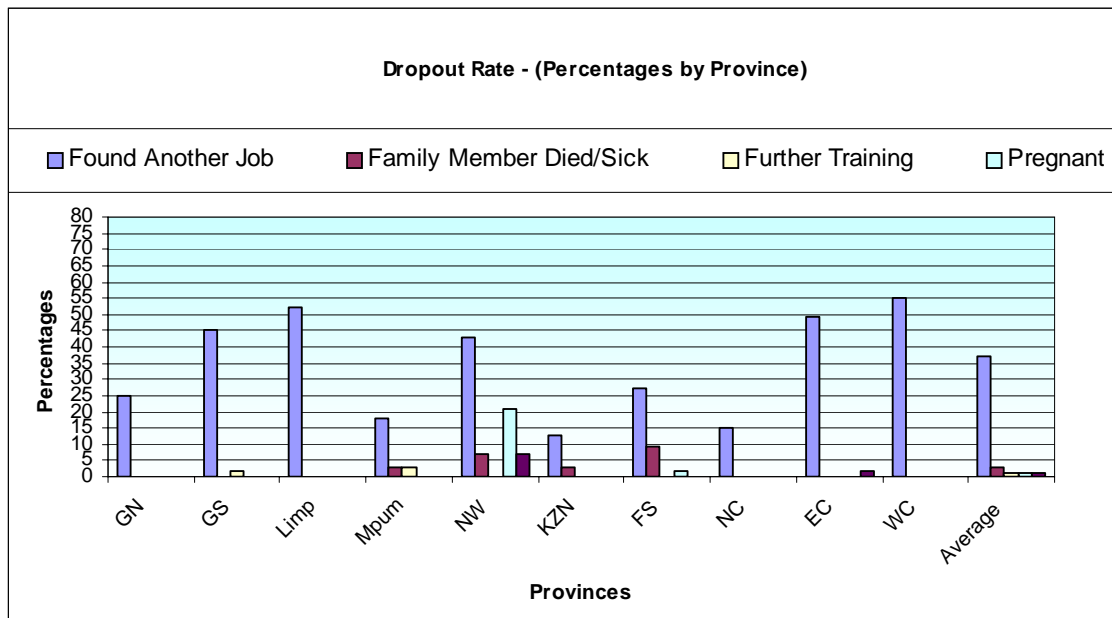


Figure 1 above illustrates what happened to drop outs for each category per province. Zero responses indicate that no reason was given for an item.

### 9.2. Training Findings

Questions addressing satisfaction and quality of training were analysed and key results are provided in this section. Training, in general, appears to meet beneficiary/project needs:

*“The training has met all my expectations”*

*“All expectations met.”*

A few were less satisfied with the training and had recommendations:

*“Training was very basic and did not move to advanced stage.”*

*“Training must focus on marketing and financial management.”*

*“Training course was too short – extend the duration of training.”*

### 9.2.1. Training Satisfaction by Managers and Beneficiaries

Project checklist respondents indicate that the training, in general, provided a sufficient balance between practical and business skills (83% agreement) and that goals and objectives were clear (73% agreement). Other findings on training include:

- In 94% of the projects, the training service provider monitors the daily attendance register of project participants. In 85% of the projects, the training is monitored by the ESP2s of the DoL. This is corroborated by 80% of beneficiaries, across all provinces, indicating that an ESP official had visited them during their training.
- To a lesser extent, in 48% of projects there is a person other than the ESP responsible for monitoring of the training. KZN and Gauteng North, followed by Gauteng South, Western Cape and Northern Cape, report high engagement of ESP2s during training, and North West reports the lowest. Three provinces (Gauteng North, KZN, and Western Cape) have a high level of other than ESP DoL engagement during training. Agreement, however, was found between beneficiaries and managers for items assessing ESP visits during training: Across both sets of respondents to the project checklist and beneficiary questionnaires, of the 84% of project managers who agreed, 86% of related project beneficiaries also agreed that ESP2s visited projects during training. Although 57% (or 124) of respondents indicate skills audits are not regularly conducted to determine skills needs, 43% (or 92) of project managers say that training is linked to a skills audit, thus revealing a slight discrepancy in findings. Provinces that indicated over 50% of training was linked to skills audit were: Gauteng North, followed by Gauteng South, Western Cape, KZN, North West and Eastern Cape. One province in particular, was particularly unaligned – that of Mpumalanga.
- Additionally, follow up skills audits are rarely conducted, with less than one-third indicating that it occurs. In spite of this, there is strong evidence (76% yes) to verify that ESP2s assess training readiness of participants.
- Beneficiaries, however, did not always receive certificates as they expected per illustrative comments below:

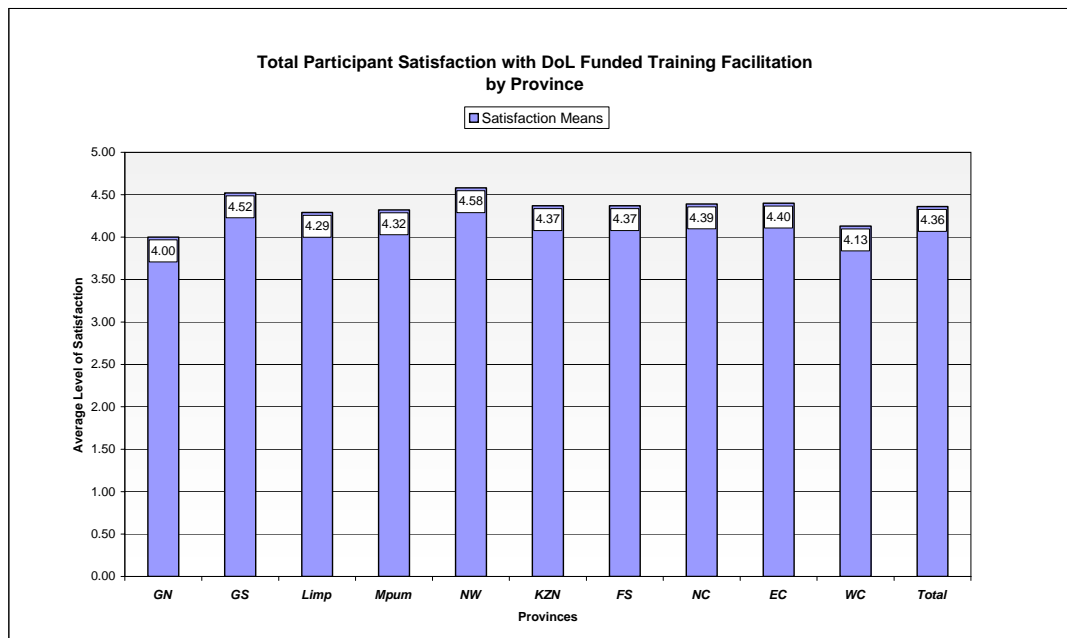
*“I never received a certificate as proof of my training.”*

*“The certificate doesn’t indicate the modules that I am competent on.”*

- Although respondents indicate continuous training and development is related to marketing, training reports were not available in over half (59%) of the projects. A strong relationship was found between mentorships and market needs where beneficiaries were able to identify needs when assisted by mentors. Mentorships were found to exist at 41% of the projects.
- The majority (93%) of project managers say that training equips participants with skills to increase production, contributes to a higher quality product or service and allows for identification of further training needs (88% agreement). Training is seen as aligned to Provincial Implementation Plan (PIP) and Provincial Skills Plan (PSP).
- However, only 39% (or 84) respondents say that continuous training and development is offered to employees. On the positive side, project managers feel their projects foster conducive environments for beneficiaries to practice their skills.
- Almost two thirds (62%) of project managers indicate that Entrepreneurship is a course offered to participants. In comparison, 82 % of managers feel training in **marketing** is strongly needed. Two provinces are more adamant about this kind of training more than

others – North West and KZN (52% and 92% respectively) in spite of the latter province appearing to have sound marketing measures in place (refer to Figure 12).

- Findings from the beneficiary questionnaire on items assessing training satisfaction reveal the majority (over 90%) of beneficiaries in the sample were satisfied with organisational aspects of training, in particular, the training venue, organisation and training materials. Similarly, communication aspects were satisfactory, in that beneficiaries were adequately told of the start and finish dates and times of training, and other details.
- Overall satisfaction was found for items assessing training materials, in particular, user-friendliness of training materials, training notes, and learning activities (although two provinces – Gauteng North and Free State, were less satisfied with some of these aspects. Twenty-four percent of beneficiaries in Gauteng North claimed not to have received training materials

**Figure 2: Beneficiary Satisfaction with Training Facilitation**

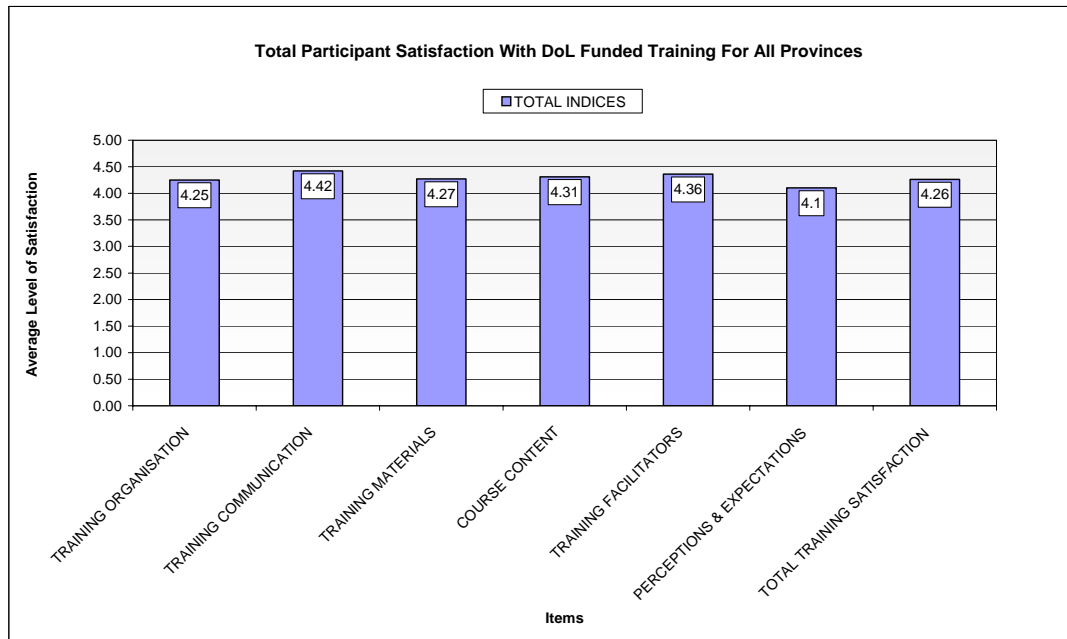
- The majority of the beneficiaries in the sample felt that the training techniques were practical and activity-based (e.g. hands-on), though contrasting opinions were held by two provinces (KZN and Gauteng North) both of whom were less satisfied.
- The majority (95%) of beneficiaries felt that the facilitator was able to answer questions posed by trainees and sufficiently addressed areas of challenge for trainees, though the latter was not shared by beneficiaries in the Western Cape and North West, who were less satisfied on these measures.
- Ninety-six percent of beneficiaries thought they were encouraged to ask questions. However, two provinces - that of Western Cape and North West disagreed on this item.
- In terms of facilitation, across provinces, the majority of beneficiaries felt the facilitator provided sufficient examples and demonstrations, with the exception of Limpopo and KZN who were less satisfied. Most beneficiaries felt the facilitator was knowledgeable about the topics/issues for which they were responsible, though GN and WC disagreed. Specifically, the latter were less satisfied with the communication practices of facilitators:

*“Trainer only read from the manual – lectures only in English.”*

*“The second part was conducted by an assistant to the service provider.”*

*“Business facilitator did not know his job, we had to do his work for him.”*

- The majority of beneficiaries (94%) felt that learner outcomes that were identified at the outset of training were actually achieved by the end of training. Only one province – that of North West disagreed that outcomes were achieved. Figure 3 below shows that, in general, beneficiaries were highly satisfied with the overall training. Communications reported the highest satisfaction level, followed by facilitators.

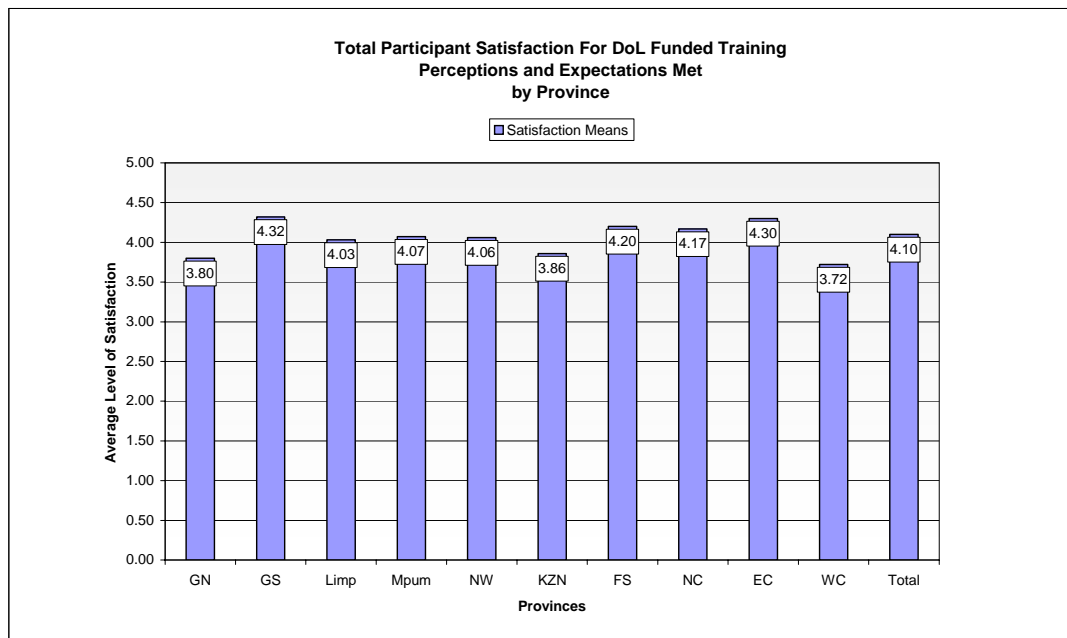
**Figure 3: Overall Beneficiary Satisfaction with DoL funded Training**

The table below shows Western Cape Province trained the most people and Gauteng North trained the least. This can be largely attributed to the original sample size, which was influenced by the time frame sample, actual sample size, sector and nature of the training for each province.

**Table 13: Trainee Cohorts/Groups by Province**

Means Scores for Number of DoL Funded People Trained				
Province	Mean	Std. Deviation	Minimum	Maximum
Gauteng North	16.43	6.85	9	25
Gauteng South	28.60	29.32	6	96
Limpopo	21.70	24.56	1	132
Mpumalanga	14.86	11.29	2	59
North West	13.59	8.94	0	36
KwaZulu Natal	13.13	5.64	5	24
Free State	10.85	5.83	3	24
Northern Cape	11.06	6.10	4	25
Eastern Cape	15.45	13.36	1	72
Western Cape	98.50	289.39	2	1017
<b>Total</b>	<b>20.52</b>	<b>72.06</b>	<b>0</b>	<b>1017</b>

However, the general size of training cohorts averaged in the range of 20 trainees per project. Although the high number in the Western Cape was originally viewed as an outlier, further investigation confirmed the accuracy of this high number of trainees and it was included in the placement calculations. The average number of people trained in each province is very wide spread as seen in Table 13 above.

**Figure 4: Beneficiary Satisfaction with Training Perceptions and Expectations**

As seen in Figure 4 above, beneficiary training perceptions and expectations were largely met by training providers. This was particularly true for Gauteng South, followed by Eastern Cape more than other provinces. To find out what, if any, unmet expectations for training existed, beneficiaries were asked to respond to an open-ended question. Comments were organised by province and are captured in Table 14 below.

**Table 14: Summary on training for question B.C.1.10: Please list any unmet expectations of the training that need to be addressed.**

GAUTENG SOUTH	In Gauteng South the major issues were that advanced business and management skills training were required. The trainees neither received certificates nor starter packages as they were promised. There seems to be consensus that the courses did address specific needs although follow-up training is required.
	<ul style="list-style-type: none"> <li>Happy with everything from the trainer to the service provider</li> <li>We were trained in basics and never received advanced courses</li> <li>No follow-up training was provided</li> <li>Trainees were promised manuals which never materialised</li> <li>No starter packages were provided as promised.</li> </ul>
GAUTENG NORTH	Gauteng North is the province with only six projects and beneficiaries are still very concerned about making the projects sustainable. Beneficiaries are also very concerned about course content. The trainees thought time allocated to training was insufficient.
	<ul style="list-style-type: none"> <li>The time was too short; we need more training time.</li> <li>I wish we could be trained to over lock.</li> </ul>
NORTH WEST	The main issue in North West is about needs of projects and no criticism was received on presentation of courses except that practical catering was not done. The projects were more concerned with courses that were still required and keeping of records.



	<ul style="list-style-type: none"> <li>• In catering we expected to do everything we learnt practically this was not done.</li> <li>• Upholstery was not done as promised.</li> <li>• How to work on a green house</li> <li>• Knowledge of types of soils, fertilizers and insects (parasites)</li> <li>• Record keeping</li> </ul>
FREE STATE	Beneficiaries in the Free State are concerned about receiving advanced courses, marketing and leadership skills. There are courses that were promised, but were not presented.
	<ul style="list-style-type: none"> <li>• Other courses have not been met up to now, so, we need them to be addressed.</li> <li>• Advanced trade courses, welding skills, upholstery etc.</li> <li>• Leadership skills and first aid.</li> <li>• Marketing skills, project management, business skills</li> <li>• Business plan drafting</li> </ul>
LIMPOPO	Limpopo respondents were generally happy with the training, they are concerned about manuals that they did not receive and advanced courses in marketing and bookkeeping skills. Some respondents feel that the facilitators did not have sufficient demonstration materials.
	<ul style="list-style-type: none"> <li>• I am happy about the training, but I need more training in advanced bookkeeping, marketing and computer skills</li> <li>• They did not display about what they were teaching us like types of trees, spinach etc.</li> <li>• No manuals were provided. We have to repeat the training since we are not doing well.</li> <li>• Nothing was done practically.</li> </ul>
MPUMALANGA	The majority of Mpumalanga respondents did not have problems with the training and filled in NA or left the space open. There was very little aftercare according to some beneficiaries, but the projects are more concerned about course content that does not address their needs. Some projects complain that they had not received any training at all.
	<ul style="list-style-type: none"> <li>• Start-up equipment was not supplied</li> <li>• Business skills, marketing skills and drafting of business plan</li> <li>• Time was too short</li> <li>• We never received any training and now we are unemployed and Mr. Msibi only call us because DoL staff was coming here to mentor</li> </ul>
KWAZULU	In Kwazulu start-up packages were also not supplied and they require more practical courses. Some respondents thought the training was below standard.
	<ul style="list-style-type: none"> <li>• Starter materials were not supplied as promised.</li> <li>• Draft of business plan ( this was insufficient).</li> <li>• Basic accounting was not adequately taught.</li> <li>• The training provider promised to come back but did not as we had some questions</li> </ul>
NORTHERN CAPE	Quite a number of the Northern Cape respondents complained about English being the only language used for training, while most of them are Afrikaans speaking. These people thought more practical training would have solved the problem. The majority of respondents did not have problems with the training per se, but with content. Some participants were illiterate and needed more guidance. Too little time was allowed for courses.
	<ul style="list-style-type: none"> <li>• Everything was fine and I enjoyed everything</li> </ul>

	<ul style="list-style-type: none"> <li>• Training was done in English and beneficiaries are Afrikaans speaking.</li> <li>• Accountancy was too difficult to understand.</li> <li>• I cannot read or write I need more practical training..</li> </ul>
WESTERN CAPE	In the Western Cape some respondents thought that the training was too basic and below standard and should have been more practical. Quite a number complained about lack of aftercare. Language also presented problems in this province. Many complained about the venue.
	<ul style="list-style-type: none"> <li>• We were trained the basics therefore we cannot take on professional work.</li> <li>• Trainer was only reading from the manual, lectures in English only and everybody talks</li> <li>• Had to work as cleaners and labourers. We had to clean the place before opening. Only one toilet for males and females on premises</li> <li>• Business facilitator did not know his job we had to do his job for him.</li> </ul>
EASTERN CAPE	In the Eastern Cape everybody was not happy about the training. Those that were not happy complain that the venue was too small and courses were too short and too basic and did not address their real needs.
	<ul style="list-style-type: none"> <li>• I have twelve years of experience so the training was too basic</li> <li>• The training I received was of a poor quality and was not what I was expecting</li> <li>• Practical site was too small for our groups</li> <li>• I expected to do training on pattern making and school wear, instead the training was general sewing.</li> <li>• Potato growers' questions on insects were never answered.</li> <li>• The period of training was too short to be confident enough that I can do the job.</li> <li>• I expected to be accredited that I can find a job easily. No accreditation.</li> <li>• I expected that after training we would receive sewing machines and a lump sum to get us started.</li> <li>• Equipment for training was inadequate, we used hands to sew the leather.</li> <li>• Training accommodation was not adequate. There was a shortage of training material.</li> <li>• Inadequate computer training, only received introduction to drivers licence.</li> </ul>

### 9.2.2. Training Findings by ESP2s

An overwhelming majority, 17 out of 20 ESP2s or 85% indicated that they had received formal training and have qualifications relevant to performing their job. Only three or 15% indicated that they did not possess any formal training that was relevant to their jobs. Six ESP2s or 30% were in possession of a Psychology related qualification, whilst five or 25% possessed Social Science related qualifications. Another three or 15% of ESP2s hold Social Work related qualifications. Respondents in possession of Human Relations and Higher Certificate in Project Management constituted two or 10%. One respondent holds a Higher Education Diploma.

A majority, 13 or 65% of ESP2s felt that the job orientation they received has sufficiently empowered them to be able to do their jobs as required. Other related findings include:

- Seven or 35% of respondents claimed that the orientation was not sufficient.
- Eighteen or 90% of the respondents indicated that they received in service training.
- Nine or 45% of respondents thought that the orientation they received “is sufficient”, while five or 25% commented that it was “insufficient”.

- Finally, four or 20% attributed their success in doing their jobs as expected, to the orientation given to them being complemented by their “own experience”. One respondent commented that “time on the job helps”.

In identifying their additional training needs nine or 45% of ESP2s were in agreement that they needed additional training in Project Management. They felt that this would go a long way to enhancing their ability to monitor and advise beneficiaries on a plethora of project related issues if they themselves were knowledgeable about the following:

- Project Management;
- Computer skills;
- Presentation skills;
- Financial Management, which was further identified as the second highest (2 or 10%) requirement in the list of further training needs; and
- Business Management training was further identified, albeit by only a few ESP2s.

An overwhelming majority of ESP2s (19 or 95%) felt that they were qualified to do the job required of them. Of these, nine or 45% felt that they were well qualified and empowered to perform their duties.

### 9.2.3. Summary of Training

The total number of beneficiaries of the project sample trained through DoL funding is 4,146. Western Cape projects represent the highest number (1182) trained, however, KZN trained the highest proportion of trainees, 80% (refer to Table 10 and Table 11).

Project managers are satisfied that the training provided a good balance between practical and business skills and that all the training courses had clear goals and objectives. Beneficiaries in general do not have problems with the training as far as presentation, organisation and administration is concerned, but many beneficiaries complained that the training they had received was not relevant to the work they are doing in the project. This is caused by the diversity of projects in the country, which makes it impossible to cater for all the needs of all projects. Therefore, courses offered were general in order to accommodate as many participants as possible. The management, marketing, computer and finance courses were general courses from which any trainee would have benefited.

The ideal is to have all courses presented by accredited Service Providers and to only offer accredited courses to beneficiaries. Currently, only a number of courses appear to be presented by accredited service providers.

According to responses to the Beneficiary Questionnaire, trainees found the facilitators were competent and knowledgeable. They encouraged participation by trainees and set outcomes, which were attained through the training for each course.

The average size of training groups was 20 trainees. This implies that trainees could be given individual attention and that practical demonstrations and practical work would not have been problematic.

The low average of people trained in the different provinces is indicative of the fact that training funded with NSF funds is still in the beginning stages but has the potential to expand as projects develop and more Service Providers and courses become accredited.

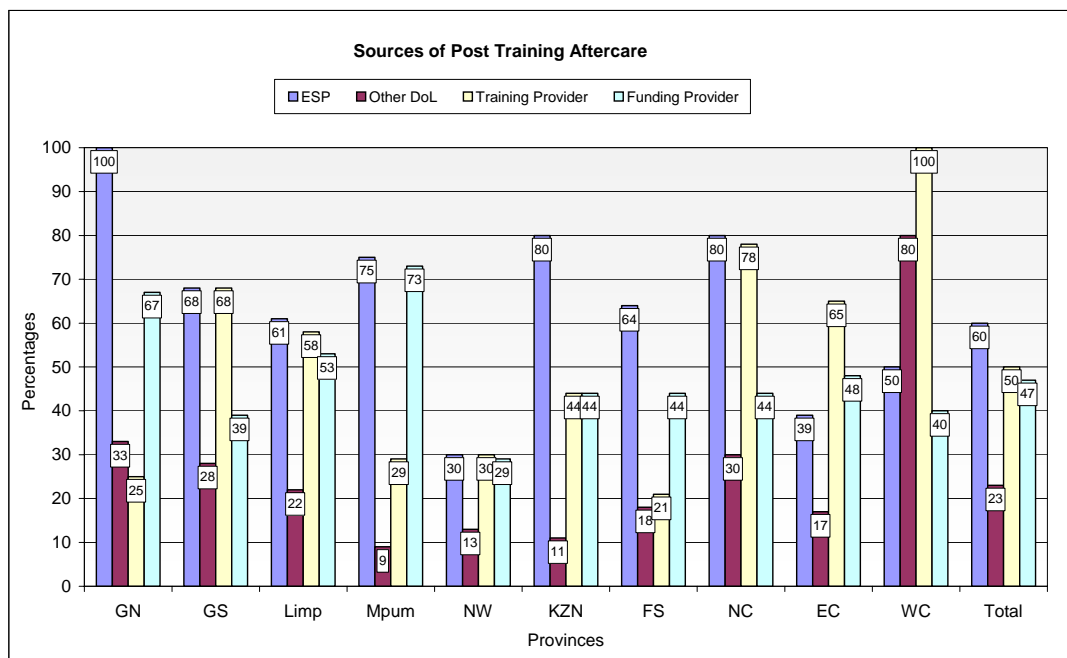
The DoL has started an initiative that is earning dividends towards creating a skilled work force in South Africa.

### 9.3. Post Training Aftercare by Managers and Beneficiaries

Project managers report that following training there is an aftercare system in place for 57% of the projects. This finding was consistent when a cross-check analysis for project managers and beneficiaries was conducted. Findings reveal that of 48% of project managers who responded “Yes” to an aftercare system in place, 47% of the beneficiaries related to these projects also agreed. The highest percentage of aftercare programmes was found in Gauteng North and Gauteng South, followed by Eastern Cape and Western Cape. The lowest percentage of aftercare systems in place was found in North West (31%). People who provide support are primarily: *ESPs* (who provide the highest level of support at 60% of the projects), *another DoL person other than ESP* (23%), *training provider* at 50% of the projects, and the *funding provider* in 47% of the projects.

Figure 5 below illustrates the sources of post training aftercare for provinces.

**Figure 5: Sources of Post Training Aftercare**



Western Cape reports the highest (80%) DoL support other than the ESP. Gauteng North, followed by KZN and Northern Cape projects, report the most ESP involvement in post training aftercare programmes. Mpumalanga, followed by Gauteng North engage the funding provider in aftercare more than others. Other findings include:

- Just over a third (35%) of the training providers monitor the project for an adequate period of time (e.g. three months), whereas approximately 61% do not monitor projects. The notion of a three-month monitoring window varies from province to province, ranging from its occurrence in 20% of projects in 3 provinces (Free State, Mpumalanga, North West), to 50% of projects in two provinces (Western Cape and Eastern Cape) to 75% of projects in one province, Gauteng South. This finding was corroborated by 36% of the beneficiaries who indicated the training providers offered aftercare following training completion. Beneficiaries (56%) further report that the service providers did not offer aftercare and follow-up after training completion. When this does occur, the nature of the aftercare is in the form of mentoring (15%), follow-up on earlier training (15%), and technical assistance (12%). Illustrative comments of unmet aftercare expectations by beneficiaries include:

*“The training provider promised to come back but did not – as we had some questions.”*

*“The course was not finished and they have to go back and study again.”*

- Post training aftercare findings reveal that there is continuous monitoring and evaluation of project outcomes for 55% of the projects. Free State and North West provinces, in particular, indicate a lack of monitoring and evaluation processes in over 56% of their projects. Similarly, there is a person responsible for monitoring following the training in over 53% of the projects and, again, Free State and North West report in the negative on this item. For these provinces, in 68% of Free State projects and in 57% of North West projects – no single person is responsible for monitoring following the training.
- Beneficiaries in 59% of projects report that a DoL staff member/official checks on their progress when they visit, though 39% indicate that DoL do not visit them. A small proportion of beneficiaries (4%) stated that the DoL have other reasons for visits: verification of attendance, sorting out problems, etc. Over half of beneficiaries (54%) say an ESP2 visited them after the placement, however this was not true for some project beneficiaries (37%). Results from conducting a cross-check analysis for project managers and beneficiaries on this aspect indicate of the 68% of project managers who say follow-up by ESP2s is done quarterly, 54% of beneficiaries related to these projects agree. Conversely, of those project managers who say ESP2s do not visit their projects quarterly, 64% of the beneficiaries at these project also report in the negative on this aspect. Furthermore, there was little agreement found on what ESP2s actually do when they visit, suggesting the form of aftercare varies from project to project.
- Researcher pre-site visits revealed a training provider practice of leaving starter packs for the projects. This aspect was measured in the research and findings indicate that this practice occurred in 39% of the projects, but was absent in 55% of projects. This was evident by qualitative comments by beneficiaries:

*“We haven’t seen any material that we were supposed to use during the training.”*

*“Not sufficient equipment for trainees, trainees were promised start-up funds.”*

*“The project expected to get materials after training to keep it going.”*

*“Start up materials were not supplied as promised.”*

- Mentorship programmes are available in less than half of the projects (41%). Although some respondents in all provinces claim that there is no aftercare or mentorship available, the responses to the question asking respondents to describe the aftercare they receive disprove the claim. Respondents seem to be well informed as far as aftercare is concerned. All the provinces report the following “checks” are conducted during aftercare visits:
  - Progress, structures, financial status, and trainee development and contribution;
  - Attendance records and cleanliness of the area;
  - Understanding of the project by beneficiaries; and
  - Placement figures.

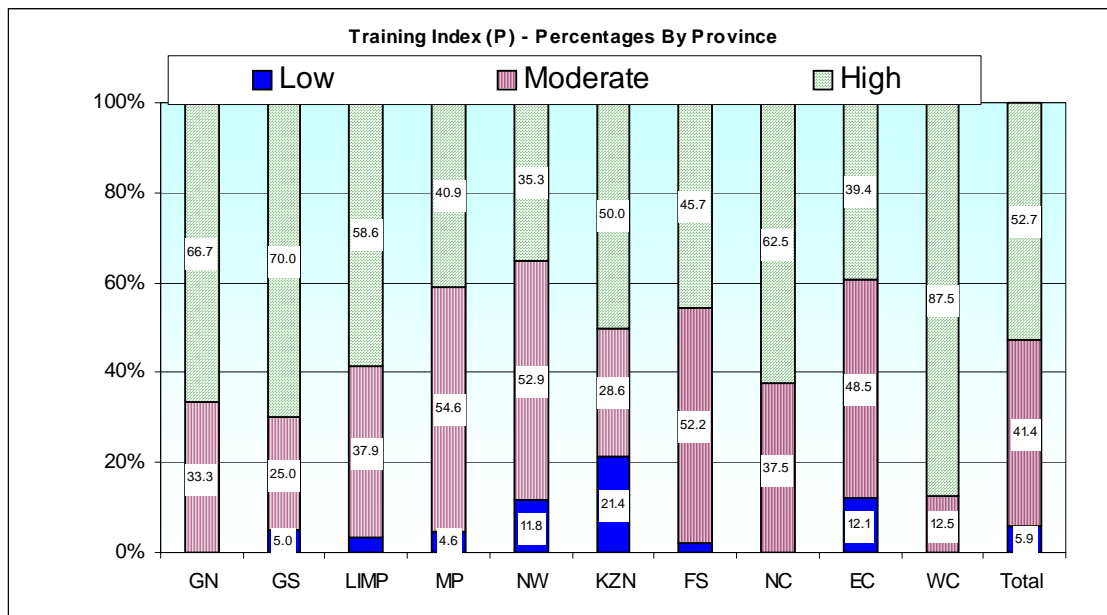
Responses received to the open-ended item asking beneficiaries to: *Please describe the after care provided* are summarised per province in Table 15 below:

**Table 15: Beneficiary Comments for Question D1.27: Please describe the aftercare provided**

<b>Province</b>	<b>Illustrative Comments by Beneficiaries</b>
<b>GAUTENG SOUTH</b>	<ul style="list-style-type: none"> <li>• <i>Social worker visits twice to provide us with material</i></li> <li>• <i>Check how many people are still part of project</i></li> <li>• <i>To see if we need assistance and what problems are we facing</i></li> <li>• <i>How we do our work to arrange part time jobs for us</i></li> <li>• <i>Attend to problematic areas</i></li> <li>• <i>Evaluate the material and equipment</i></li> <li>• <i>Check to what extent we understand our jobs</i></li> <li>• <i>See if we are able to cope</i></li> <li>• <i>Assess trainees</i></li> <li>• <i>Whether training providers are always present and whether we are happy with training provider</i></li> </ul>
<b>GAUTENG NORTH</b>	<ul style="list-style-type: none"> <li>• <i>Check our program</i></li> <li>• <i>Check progress</i></li> <li>• <i>DoL checks whether placement has taken place</i></li> <li>• <i>To encourage us not to loose hope</i></li> <li>• <i>Check if things are still in order</i></li> </ul>
<b>NORTH WEST</b>	<ul style="list-style-type: none"> <li>• <i>Follow-up on training</i></li> <li>• <i>Check progress and Implementation of skills</i></li> <li>• <i>Check financial status</i></li> <li>• <i>Check if machines are still working</i></li> <li>• <i>ESKOM is doing the best aftercare</i></li> <li>• <i>Speak to project Manager only</i></li> </ul>
<b>FREE STATE</b>	<ul style="list-style-type: none"> <li>• <i>Dept of agriculture extension officer</i></li> <li>• <i>Monitoring project</i></li> <li>• <i>Whether everything is in place</i></li> <li>• <i>For sponsorship</i></li> <li>• <i>Check if we use skills obtained during training</i></li> <li>• <i>Check if we are still determined to continue</i></li> <li>• <i>Motivate us and advice</i></li> </ul>
<b>LIMPOPO</b>	<ul style="list-style-type: none"> <li>• <i>DoL helps us with bookkeeping</i></li> <li>• <i>Check attendance register</i></li> <li>• <i>To encourage the project manager</i></li> <li>• <i>Provide financial assistance and mentoring</i></li> <li>• <i>Follow up on earlier training</i></li> <li>• <i>To ensure that there is progress</i></li> <li>• <i>Nothing</i></li> </ul>
<b>MPUMALANGA</b>	<ul style="list-style-type: none"> <li>• <i>Check progress</i></li> <li>• <i>Mentoring</i></li> <li>• <i>Check books used to manage project</i></li> <li>• <i>Monitor quality of project</i></li> <li>• <i>Financial and technical assistance</i></li> <li>• <i>Ask us about how we spend the money</i></li> </ul>
<b>KWAZULU</b>	<ul style="list-style-type: none"> <li>• <i>To check our progress</i></li> <li>• <i>To verify attendance</i></li> <li>• <i>Training provider comes here only if there is a problem with the machines</i></li> <li>• <i>For mentoring and to provide technical assistance</i></li> <li>• <i>To give advice and view the work we are doing</i></li> <li>• <i>To check whether project still exists</i></li> </ul>
<b>NORTHERN</b>	<ul style="list-style-type: none"> <li>• <i>Provide technical assistance and sort out problems</i></li> <li>• <i>Check condition of project and offer advice</i></li> </ul>

<b>CAPE</b>	<ul style="list-style-type: none"> <li>• To identify further training needs</li> <li>• Clear out issues such as wages</li> <li>• Check attendance register</li> <li>• For inspection</li> <li>• Check whether training was helpful</li> <li>• Assist with accounting books</li> <li>• Share ideas and network</li> <li>• Comes for team building</li> <li>• To motivate us to work hard in order to grow</li> <li>• Monitor our performance</li> <li>• Comes for information session</li> </ul>
<b>WESTERN CAPE</b>	<ul style="list-style-type: none"> <li>• To borrow us money</li> <li>• Teach us about how to start a small business</li> <li>• Capacity building and training</li> <li>• Check what problems we are experiencing</li> <li>• DoL visit the training provider on site regularly</li> <li>• Verify placement and took our details</li> </ul>
<b>EASTERN CAPE</b>	<ul style="list-style-type: none"> <li>• Encourage us to look after ourselves</li> <li>• Give advice</li> <li>• Monitor the implementation of the training provided</li> <li>• Check if project is continuing</li> <li>• Give us advise about funding</li> <li>• Check rate of marketing and funds available in the bank</li> <li>• For moral support</li> </ul>

**Figure 6: Training Index by Province and Total by Project Manager (P)**



The figure above illustrates the distribution (by percentages) of measures in place for combined items that comprise the major indicators for Training by province and by total as per the project checklist. The various indices reflect stages of existing training practices for each of the ten provinces towards creating successful and sustainable projects. Items combined for this index include alignment of training and labour market needs, equipping

trainees to produce products and deliver services, mentorships, identifying further training needs, etc. Overall, training measures are in the high to moderate range for provinces, suggesting this aspect is largely positive for sample projects. As illustrated above, training measures appear high in three provinces: Western Cape, followed by Gauteng South and Gauteng North. A few provinces could improve on training practices as indicated by percentages in the low ranges.

Other indices were analysed to see whether there were any relationships between project indicators. A significant relationship was found for the training and finance indices, indicating if high finance practices/measures are in place, training practices/measures may also be in place, though the reverse was not necessarily found to be true. Similarly a significant relationship was found between training and infrastructure; if high training practices/measures were in place, infrastructure practices/measures were also likely to be in place. A significant relationship was found between training and sustainability indices: high training practices/measures were linked to moderate sustainability measures. Therefore, high levels of training result in better project infrastructure and sustainability and good finance practices lead to good training practices.

### **9.3.1. Post Training Aftercare by ESPs**

The majority of ESP2s (17 or 85%) indicated that they had monitoring systems in place and a further three or 15% do not have any monitoring system in place. Twelve or 60% of those who said they have monitoring systems in place indicated that they use the standard DoL monitoring form. Others indicated that they use the Training Schedule Form that they obtain from Training Providers.

A majority of 11 or 55% of ESP2s described their aftercare schedule as characterised by visiting project members and checking on their progress. Three or 15% said that they do not engage in any form of aftercare whatsoever. The remaining ESP2s simply did not answer this question.

Half (10 or 50%) of the ESP2s said that they visited projects twice a month, whilst another five or 25% said that they would visit once a month. There were a few ESP2s who said that project site visits would only be possible once a quarter.

Whilst the main obstacle to aftercare was identified as workload, other issues such as transport (cars) and insufficient personnel also came to the fore. ESP2s felt that without administrative staff their workload was too overwhelming to visit project sites as often as they would like to. They further felt that whilst there is subsidised transport available, it is shared amongst so many people that it is not readily available for use whenever they need to visit project sites. However, ESP2s do indeed receive support from DoL officials.

A majority of 16 or 80% of ESP respondents to the questionnaire indicated that they were visited either by a provincial or regional official during the course of the year. Of those respondents who indicated that they were visited, only a slight majority of about 11 or 55% said that they were given feedback after such visits, whilst nine or 45% indicated that no feedback was given to them following the visit.

Those respondents who received feedback felt that it enhanced their understanding of the projects and their work. Most respondents felt that the feedback helped them in enhancing their ability to observe the projects holistically during evaluation. Respondents indicated that their skills were developed to the extent that they no longer overlooked certain aspects of projects, whereas others merely felt that the feedback improved their knowledge. Most



respondents felt that the feedback given helped them in that they can now relate better with other stakeholders whilst some felt that it had improved their performance on the job.

All ESP2s (100%) believe that training providers should offer aftercare service. The two main reasons why this has to happen according to ESP2s are:

- To provide for Mentorship and support, and
- To check whether training was effective.

Fifteen or 75% of ESP2s said that they monitor the development and application of skills developed through training. Five or 25% of ESP2s confessed that they do not. In explaining themselves those who said that they monitor the application of skills said they do so by visiting the project sites. They also indicated that they have informal discussions with beneficiaries to hear what they have learnt. Some also said they go to the extent of monitoring the quality of the final products produced after training is completed.

There was overwhelming uniformity in what documents and records ESP2s check during project visits. Main items included

- Attendance registers;
- Files of trainees; and
- Compliance with course outcomes.

A majority of 16 or 80% of respondents use the Monitoring Report Forms to conduct this review whilst others use either remarks from training providers or placement forms. Of the total number of respondents (17 or 85%) said they do networking with trainees after they had received training. ESP2s indicated they do so mainly through visiting Projects and asking questions. Some declared that they do so during the Placement Verification Process. The other three or 15% said that they do not network with trainees after the completion of training due to lack of time. Many of the respondents said that they get positive feedback from beneficiaries about the training. Others indicated that subsequent to training, they speak about both improvements in their products and difficulties in their work. But generally beneficiaries have a positive attitude about the quality of training and the impact that this has on the success of their products.

### **9.3.2. Summary of Aftercare**

Project managers report that 57% of projects have aftercare systems and practices in place. The highest percentage of aftercare programmes were found in Gauteng North and Gauteng South, followed by Eastern Cape and Western Cape.

People who mainly are responsible for aftercare and support are:

- ESPs who provide support at 60% of the projects;
- DoL officials other than the ESPs at 23% of the projects; and
- Training Providers at 50% of the projects (80% in the Western Cape).

ESP2s declared that their aftercare consists of monthly or two monthly visits to the projects to check on progress. Fifteen percent or three ESP2s indicated that they do not undertake any form of aftercare. These people do not use prescribed forms for reporting on aftercare and monitoring, different forms are used.

Fifty percent or 10 ESP respondents do not know what happens to the aftercare statistics that they give to the DoL. Two or 10% think that they are merely filed. Only one respondent

indicated that these statistics are verified and subsequently a report is generated and given to ESP2s. Eighty percent or 16 respondents claim that they do not receive any feedback about forms and documents they submit to the DoL. One respondent however said that the information is utilised for assessment purposes. Others said that the DoL only acknowledges receipt of the documents and forms and, beyond that, there is no feedback at all.

Almost all of the ESP2 respondents believe that the training providers should leave trainees with equipment and tools that would enable the trainees to at least start work on the project. Some indicated that the training provider should leave trainees with certificates as proof of their accreditation.

In some provinces 56% of the beneficiaries reported that service providers do not render aftercare or monitoring services, but mentoring is applied instead.

Questionnaire respondents seemed to be well informed about aftercare and monitoring processes because projects are most reliant on the aftercare for development and for creating sustainability.

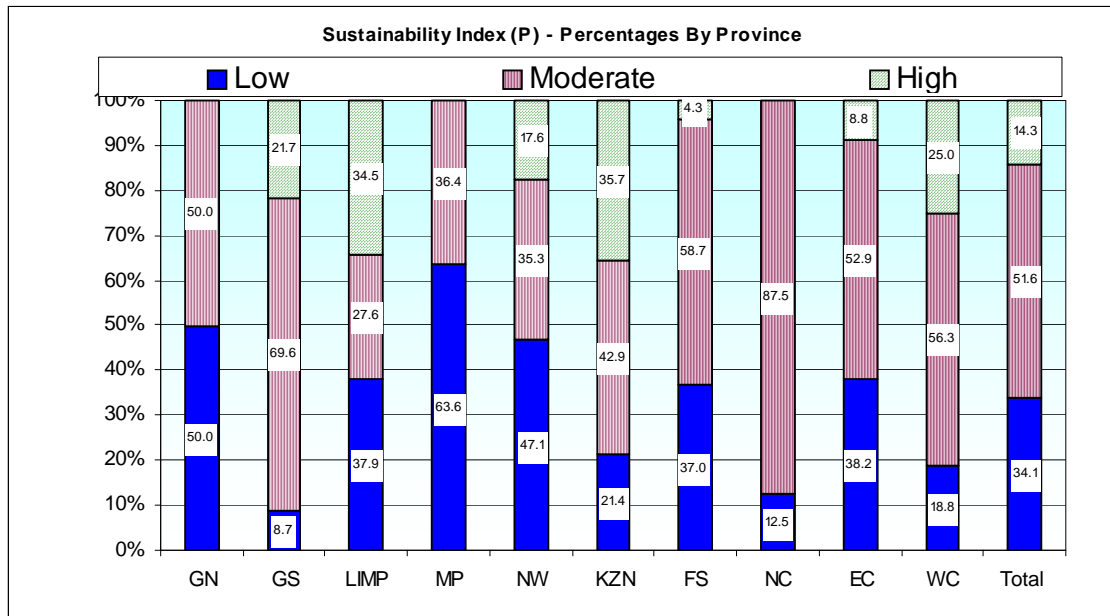
The delivery of aftercare is hampered by lack of transport, work overload and clearly defined national and provincial guidelines.

#### **9.4. Project Sustainability Findings by Managers and Beneficiaries**

There were eight indicators that comprised the sustainability index. These are listed below:

Meeting placement ratio (70%)	Increased earnings by beneficiaries
Inter-departmental collaboration	Future employability
Ownership by beneficiaries	Sustainable livelihood for beneficiaries
Participation in nodal projects	Equity targets met

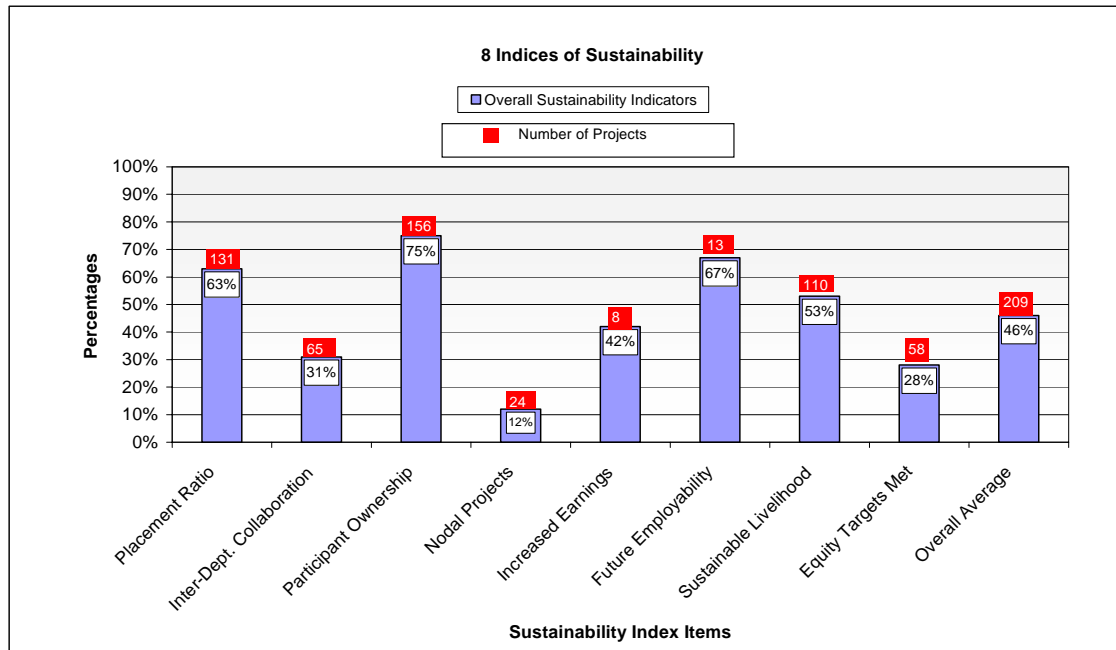
Of the total indicators that make up sustainability, on average, three of the eight indicators have been met by projects (i.e. over 60% of respondents reported positively for these three indicators) – that of *placement ratio* (62.7% of projects reported sufficiently), *ownership by partners* (74.6% of projects reported sufficiently) and *future employability* (66.5% of projects reported sufficiently). All other indicators were below 60% and, therefore, not found to be sufficiently in place, thus resulting in a somewhat low, non-sustainable index rating. This suggests that the portent for overall project sustainability is quite low (refer to Figure 7 and Figure 8). However, a discrepancy was found for the low reported indicator, *equity targets met*, as findings from the DoL Placement Records research reflect equity targets were indeed met for placement and, therefore contradict findings for this sustainability indicator (refer to 9.1.4). Further investigation is recommended for this measure.

**Figure 7: Sustainability Index by Province and Total by Project Checklist (P)**

The figure above illustrates the distribution (by percentages) of measures in place for combined items that comprise the major indicators for sustainability by province and by total as per the project checklist. The eight indicators for successful projects, which are listed above, are combined and reflect a measure for each of the ten provinces and for the total.

Overall, 14% of projects report overall high sustainability, compared to 52% who report overall moderate sustainability and 34% who report overall low sustainability measures in place per the eight indicators assessing sustainability (refer to Figure 7).

Results from the sustainability index are concerning and challenge the viability of the projects. As can be seen in the above figure, overall, a low level of sustainability measures and practices are in place towards creating successful and sustainable projects. Albeit weak, Limpopo, KZN, Western Cape and Gauteng South have at least some forms of sustainability indicators/measures in place.

**Figure 8: Overall Sustainability Indicators**

Other indices were analysed to see where there were relationships between project indicators. A strong relationship was found between moderate sustainability measures/practices in place and moderate to high beneficiary involvement practices/measures in place. A significant relationship was found between training and sustainability indices. When moderate sustainability measures/practices were in place, correspondingly moderate training measures were found to be in place. A further significant relationship was found between moderate sustainability and training which is aligned to the labour market needs/demand of the area. A significant relationship was found between moderate sustainability index and the training practice wherein the project identifies further training needs practice. Therefore, sustainable projects are more likely to have similar levels of training in place.

To find out how project managers view **sustainability**, an item on the project checklist asks respondents to: *Please provide your own definition of sustainability.* The question yielded a wide variety of definitions, which create doubts as to whether managers do understand what project sustainability entails. The most popular sustainability factors identified by the managers were funding/finances and skills training to promote placement and employability. However, sustainability is a process of interrelated factors, which is apparently not understood by the managers. This implies that in the management of the specific projects too much attention might be given to irrelevant factors and that, as a result, the essentials do not receive sufficient attention.

Illustrative themes and quotes for sustainability definitions follow.

- **Training, placement and future employability** have a role in the definition of sustainability:

*When a person is trained he must be able to secure employment and keep it;*  
*Putting people in jobs and keep them there;*

*The project will demonstrate sustainability when learners are placed in regular jobs;*  
*Project success enhances future employment;*  
*More than 70% of participants are placed in jobs.*

- Most of the project managers associate sustainability with availability of **funds** or **financial profit making**:

*To be financially stable; Income generating;*  
*To have enough money and other resources to develop the project for the future;*  
*Through funding the project has the capability of growing to a formal business*  
*Project should be able to either break even or make a profit*  
*One that starts making its own money and does not need external money.*

- **Good financial management** is mentioned by many as a sustainability factor; however, general management of the project was not mentioned, most likely because of finance management seen as included in the process of general management:

*Cooperation, dedication and good financial management;*  
*Efficiency in financial management, discipline and profit making;*  
*Proper management, team work and progress.*

- **Healthy financial management** is mentioned by many as a sustainability factor:

*Cooperation, dedication and good financial management;*  
*Efficiency in financial management, discipline and profit making;*  
*Proper management, teamwork and progress;*  
*Healthy financial management.*

- Only two managers paid attention to a **marketing** factor:

*Market the products;*  
*Marketing strategy will ensure sustainability.*

- One respondent that mentioned **equity**:

*Project is sustainable when equity ratio is balanced*

- Although directly mentioned by only three managers, this aspect is most probably regarded as part of the first definition concerning **employability**,

*When participants earn satisfying salaries and project meets its needs.*  
*When participants get salaries;*  
*Making money and working and staying together.*

- Only one respondent thought **ownership** will make a difference:

*If there is ownership the project will be sustained.*

- An important factor, **sustainable livelihood**, was overlooked by all but three respondents:

*Sustainable livelihood for project members and community;*

*The project is sustainable because participants get something home after selling;  
The project looked sustainable because participants get livelihood out of it.*

- One respondent mentioned **nodal projects**:

*The project has developed into a “cc” and has links with other nodal project.*

- Other factors mentioned:

*A project that is demand driven;  
Availability of transport;  
The project sustainability depends on the effort of team members.*

- One question read: *When DoL intervention stops, do you think the project will be able to continue?* Responses by project managers revealed that 57% of them answered “yes”, 37% answered “no” and 6 % responded, “don’t know.” Two provinces seemed less confident of carrying on – that of Free State and Northern Cape. Most confident and less dependent reporting provinces were KZN and Western Cape.
- Researchers reviewed sustainability plans. When evidence of plans were found, findings reveal the following: 54% of plans have long term objectives, 60% of plans have clear outcomes, and 63% of projects show the outcomes are communicated.
- Questions surrounding demand for projects and services are found under marketing (refer to Section 9.6), but this question was further asked under sustainability. Findings indicate that 90% of projects indicate that this aspect is in place and a further 84% of projects feel that the project has a stable and growing market. To a lesser extent, 77% of projects, overall, say they have basic infrastructure in place, findings of which are further analysed in Section 9.8.

#### 9.4.1. Project Sustainability by ESP2s

A number of the ESP2s (eight or 40%) felt that the main objective of these projects was to transfer skills to participants. This emanated from their belief that once participants are skilled and trained then they would be able to use these skills in a multifunctional way in order to empower themselves and their families. They further felt that once participants are skilled this would alleviate the so called “dependency syndrome” and allow beneficiaries to venture into various initiatives that would ensure their survival within society as a whole. Another group of ESP2s (four or 20%) felt that the objective was to create employment, thereby alleviating poverty. It is interesting to note that very few of the ESP2s (one or 5%) felt that the objective was to enable participants to form their own SMMEs.

A large number (eight or 40%) of the ESP2s were of the opinion that the projects should generate income as a way of benefiting the participants whilst creating employment was how they expect beneficiaries to benefit from the projects. Not so distant were (five or 25%) of ESP2s who felt that the projects would benefit the beneficiaries better if it were to further capacitate them with marketable skills. Very few (one or 5%) ESP2s expected that projects will alleviate poverty completely.

Some respondents (five or 25%) identified funding as the main challenge of these NSF projects. They felt that with more funding most of these projects would be more viable and that most of them are struggling due to this fact. On the other hand marketing and sustainability shared the spoils as the second most popular challenges (four or 20%). It is

worth noting though, that whilst those were identified as key challenges for the projects, some respondents (three or 15%) felt that bad management of projects was another challenge. A number (five or 25%) of respondents felt that the projects would be improved a great deal through more training, while others (four or 20%) were of the view that if participants were to be equipped with management skills then these projects would be vastly improved. Three or 15% of respondents felt that with further additional funding, project sustainability would be improved. A further two or 10% of respondents felt that improving stakeholder participation would improve sustainability.

#### **9.4.2. Sustainability Summary**

Sustainability and viability are closely related concepts and a project that lacks sustainability will most obviously not be successful and will not survive. For the sake of measuring sustainability, eight indicators were identified for the sustainability index. Of the eight indicators three that were met by projects are:

- Placement ratio of 70%;
- Ownership by partners (75%); and
- Future employability.

There is, however, no clarity on the issue of sustainability of projects because respondents did not respond to the sustainability question satisfactorily. The question was most probably misinterpreted and did not yield sufficient responses for formulation of a conclusion.

ESP2s claim that they monitor development, application of knowledge and skills gained through training. In spite of the low portent for project sustainability, 90% of the projects report that there exists sufficient demand for their products to make the project sustainable, while 84 % of the projects claim that the project has a stable and growing market. In 77% of the projects basic infrastructure is in place, realities, which disprove the low sustainability index.

Sustainability plans were investigated by the researchers and they found that 54% of the projects in the sample had long term plans for sustainability in place and that 62% of the projects had clearly defined outcomes that had been communicated properly.

An investigation into this matter is recommended by this study.

#### **9.5. Finance by Managers and Beneficiaries**

In terms of financial systems in place, there were common relationships found: (1) When there was a budget, there was a strong likelihood of the existence of a daily cash book, petty cash, bank reconciliation, asset register, up-to-date records and vice versa and without a budget, the reverse was true. (2) There was no relationship between performance to budget and percentage of profit reinvested in. Other findings include:

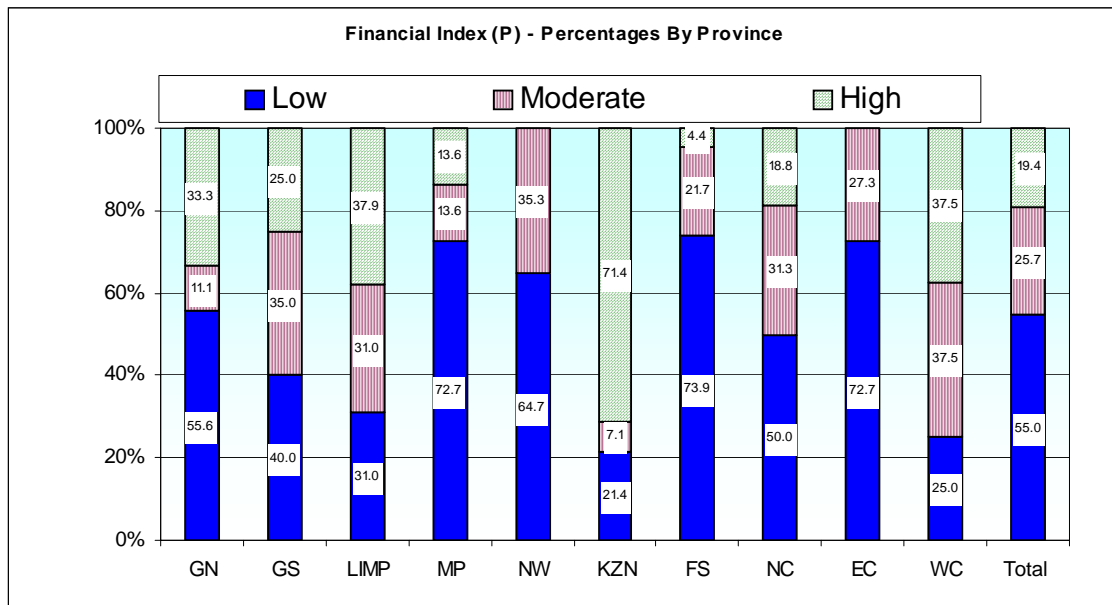
- Of 213 projects responding to this item, 29% (or 61) indicate they are registered as a non-profit organisation and are tax exempt and could produce evidence. This status varied from province to province with Eastern Cape registering 15% of its projects, followed by Free State registering 18% of projects, in contrast to Gauteng South registering 69% of its projects as tax exempt.
- Over half of the projects (55%) have no financial system in place. Only 36% (or 76 projects) had wage registers. In contrast, 64% did not reveal evidence of a wage register.

Fewer registers were evident in projects in the Free State (18%) and more wage registers were found in Limpopo (56%), followed by KZN (50%) and Northern Cape (47%).

- Accounting books existed in 64% of the projects across provinces. Of these, 57% were kept up to date as provided by evidence, and the profit and loss statements of 42% of them showed a surplus against expenditure.
- Over half (53%) of respondents say the project is able to meet its operating costs without donations, although a higher percentage (81% or 171) indicate that income-generating opportunities exist. Provinces, in particular, that reported low ability to meet operating costs are Free State (15%), followed by Gauteng North (33%), North West (35%), Mpumalanga (36%) and Northern Cape (37%).
- A majority of projects (85%) have a banking account at a bank or post office. Few (17%) projects have a separate reserve account. To a lesser extent, 55% of project managers have no financial system in place.
- As indicated under management and administration, 94% of projects have a person responsible for managing the finances. In 48% of the projects it is assigned to “other”, whereas in 22% of projects it is the job of finance manager, followed by 16% of projects in which it is the responsibility of the project manager and in 10% of the projects it is the job of the bookkeeper/accountant. Only 2% use an external consultant.

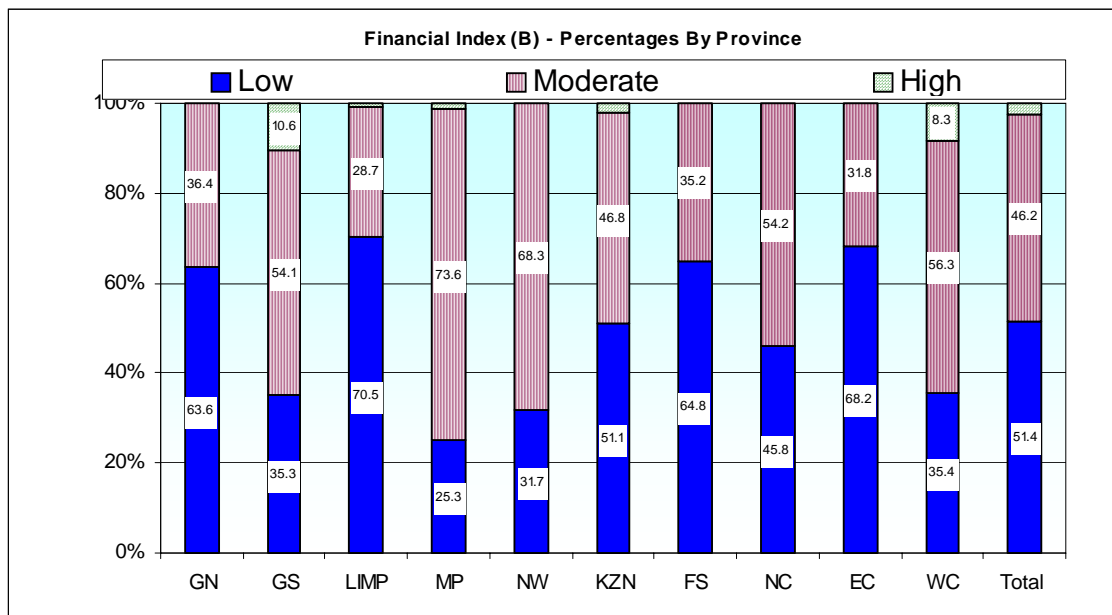


**Figure 9: Finance Index by Province and Total by Project Checklist (P)**



The figure above illustrates the distribution (by percentages) of measures in place for combined items that comprise the major indicators for Finance by province and by total as per the project checklist. The various indices reflect stages of existing Finance practices for each of the ten provinces towards creating successful and sustainable projects. Items combined for this index include having financial systems and procedures in place such as a budget, daily cashbook, and petty cash bank reconciliation, asset register, performance to budget, etc. The graph reveals financial probity is weak overall for projects in most provinces, with the exception of KZN, which appears to have a high level of financial measures in place towards creating sustainable projects.

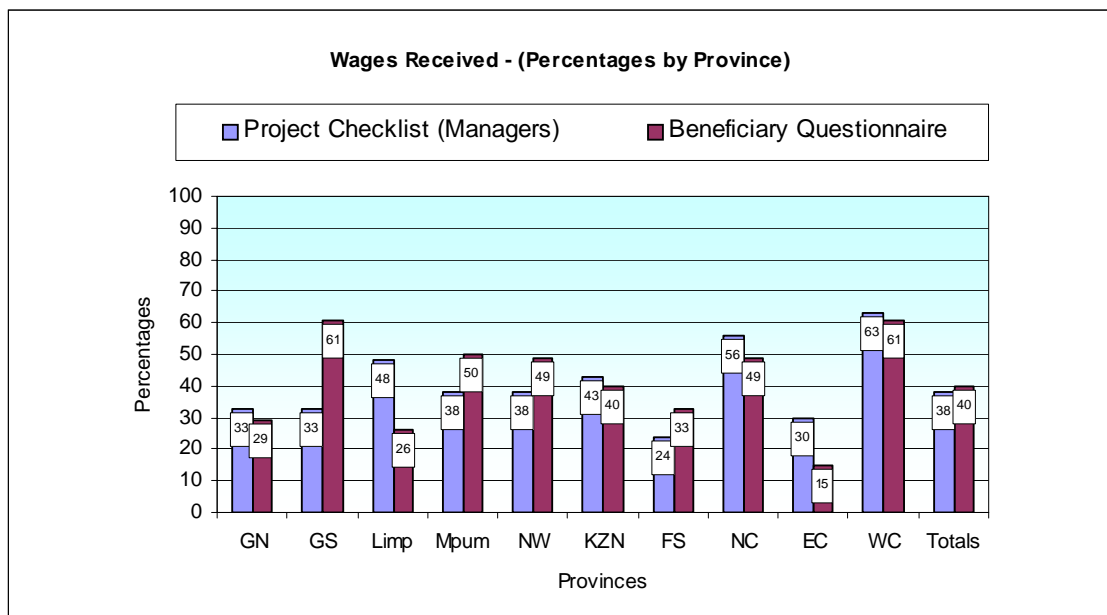
**Figure 10: Finance Index by Province and Total by Beneficiary (B)**



The figure above illustrates the distribution (by percentages) of measures in place for combined items that comprise the major indicators for Finance by province and by total as per the beneficiary questionnaire. The various indices reflect stages of existing Finance practices for each of the ten provinces towards creating successful and sustainable projects. Items combined for this index are mainly focused on beneficiary wages, benefits and paying taxes. Overall, findings reveal financial measures for beneficiaries are low and almost non-existent for project sample overall in most provinces. Finance measures for beneficiaries are not consistent with those of project managers reported earlier.

These overall findings are corroborated with the specific findings on wages and benefits. Over half (60%) of beneficiaries in the sample said that they did not receive any kind of wages as a result of the work that they did for the project. Only 40% reported receiving wages. This finding is consistent with project managers in that 38% of projects claim that beneficiaries are paid after training. Agreement between project managers and beneficiaries was found on a cross-check analysis of the wage items. Findings reveal relatively strong agreement over wages being paid. Of the 385 beneficiaries who said they received wages, 69% of project managers agreed and 63% of those beneficiaries at the related projects agreed. Even stronger agreement was found (78% respectively) between project managers and beneficiaries (574) when respondents answered in the negative – “no, wages were not paid.”

**Figure 11: Beneficiary Wages by Managers and Beneficiaries**



Across most provinces, the majority of beneficiaries (87%) did not receive other benefits, in contrast to 13% who indicated they received “other benefits”. A cross-check analysis was conducted to determine agreement between both sets of respondents on this aspect. Results reveal strong agreement on the aspect of human resource structures and beneficiary benefits. Of the 754 beneficiaries who responded “no benefits existed”, 68% of beneficiaries and 78% of their projects managers were in agreement for these items. Notwithstanding, the majority of beneficiaries say they intended to remain on the project. However, 46% say they may be unable to remain on the project because they need more money.

Other indices were analysed to see whether there were any relationships between project indicators. Findings reveal a significant relationship between finance and sustainability indices, suggesting when finance practices/measures are low, infrastructure

measures/practices may also be low. A similar significant relationship was found between finance and infrastructure indices, suggesting when low finance measures/practices are in place, infrastructure measures/practices are also low. Therefore, finance plays an important role in the levels of sustainability and infrastructure of a project.

### **9.5.1. Summary of Finance**

The primary aim, which the DoL had in mind when introducing projects, was alleviation of poverty. The secondary aim, not less important, was to create a skilled workforce in South Africa. Therefore, funds for training beneficiaries on projects were obtained from the NSF. Survival of projects depend to a large extent on how finances are handled especially because quite a large number of projects are registered as non-profit organisations and qualify for tax exemption.

Financial management systems do not exist for more than 50% of the project sample. Very few projects keep wage registers and financial records were found at only 64% of the projects. Of these 57% were kept up-to-date and in the case of 42%, the income and expenditure records reflected a surplus against expenditure.

Although financial systems are not in place in all the projects, 94% of projects had people in charge of finances, and in some cases it is the project manager.

The financial probity is weak for many projects in all the provinces, which poses a threat to sustainability of projects. Respondents to the open ended questions of the Beneficiaries Questionnaire are asking for financial management training.

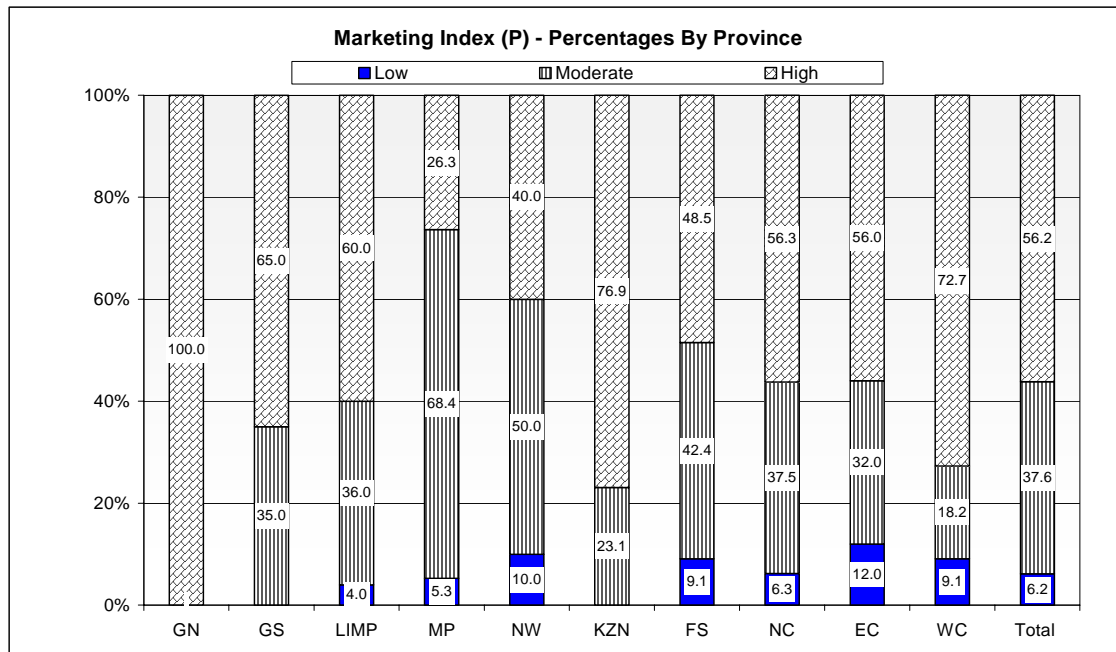
## **9.6. Marketing by Managers and Beneficiaries**

Over half (53%) of the projects had start up funds, whereas 45% of project managers report a lack of these funds at the outset. Similarly, only 54% of projects have good managerial strategies in place for fundraising and even less (46%) could produce a marketing strategy. Other findings include:

- As indicated under management and administration, a moderate percent of projects (63%) have strategies in place for business plan development, and an even greater number of projects (133 or 71%) have business plans in place that support marketing strategies.
- Approximately 46% of projects demonstrated the existence of a marketing strategy. This varied across provinces, with KZN more than other provinces having this measure in place in 79% of the projects.
- Upon careful examination of evidence, the analysis reveals these business plans have the following elements in place: Objectives (82%), Marketing plan (67%), Scope of Work (74%), Timeline (56%), and Finance/cash flow (68%).
- Eighty-one percent (or 131) of project managers report having sufficient or some infrastructure in place that is aligned to labour market needs. Findings reveal beneficiary involvement and market needs are related (e.g. a high/strong involvement relationship was found).
- Projects are demand driven for 92% of the projects across all provinces. However, the market has been established in only 56% of the projects. Ninety percent of project managers indicate there is a stable and growing market for their products, though only 48% of projects report that sessions are held to advertise the project's services.

- Feasibility studies were conducted in over half (57%) of the projects. Two provinces reported a high frequency for this practice – that of Gauteng North (100%) followed by Limpopo (86%). In contrast, two provinces reported low frequencies for this practice – that of Mpumalanga (19%) and Free State (37%).
- A very positive finding was that the community supports the outcomes of the project in the majority of projects (91%) across provinces. Similarly, 87% of projects report that the local community assists and supports the project as a whole across provinces. .

**Figure 12: Marketing Index by Province and Total by Project Checklist (P)**



The figure above illustrates the distribution (by percentages) of measures in place for combined items that comprise the major indicators for Marketing by province and by total as per the project checklist. The various indices reflect stages of existing marketing practices for each of the ten provinces towards creating successful and sustainable projects. Items combined for this index include items related to a marketing strategy, demand driven products, community involvement and support. As seen above, overall marketing strategies and practices are somewhat in place and are moderately working for projects. In particular, two provinces stand out as having sufficient marketing measures intact: Gauteng North and KZN.

Other indices were analysed to see whether there were any relationships between project indicators. Findings reveal a mild relationship was found between marketing and infrastructure indices. When moderate to high infrastructure measures/practices were in place, high marketing measures/practices were in place. In contrast, a significant relationship was found between low sustainability measures/practices in place and low marketing practices/measures in place (i.e. if you do not market, you do not sustain). A significant relationship was found between beneficiary involvement and marketing indices. When high beneficiary involvement practices/measures were in place, high marketing measures/practices were also found to be in place, suggesting marketing is spread by “word of mouth”.

Other analyses revealed that there is a relationship between high training measures in place and high training measures that are aligned to the labour market needs/demand of the area

(i.e. if there are needs, then training exists). Furthermore, and not surprising, a significant relationship was found between high marketing measures/practices in place and training that is aligned to labour market demands of the area. A mild relationship was found between high beneficiary involvement and training that is aligned to the labour market needs/demand of the area.

A strong relationship was found between high beneficiary involvement and the training practice of including entrepreneurship as one of the courses offered to participants. Similarly a significant relationship was found between a high training index and training that equips participants to adequately produce product and/or deliver services. A significant relationship was found between training that has contributed to producing a higher quality product or service and high training practices/services in place. A significant relationship was found between projects that identify further training needs and a high training index. A similar, further significant relationship was found between a high marketing index and a project that identifies further training needs. Similarly, a strong relationship was found between continuous training and development offered to employees and a high marketing training index.

### **9.6.1. Summary of Marketing**

Many projects have to struggle from the outset because of lack of start-up funds and lack of strategies or means of fundraising.

Some 46% of projects have marketing strategies in place, but in most cases the poverty-stricken local community is the only market and, although there is a demand for products, the means to buy it do not exist. The communities take ownership of the projects and are enthusiastic supporters of the projects, which participants find very encouraging.

At more than 50% of the projects there is evidence of feasibility studies that were conducted, but marketing still is not exploited optimally. The fact that no advertising campaigns or launches take place is proof of lack of understanding the value that marketing holds for projects.

If projects do not put effort into marketing, projects cannot hope to be successful and become viable ventures that provide employment opportunities. Marketing is one aspect, which both the beneficiaries and the ESP2s emphasised. The feeling is that beneficiaries as well as management teams need more exposure to marketing training.

### **9.7. Management and Administration by Managers and Beneficiaries**

In terms of roles to fill managerial positions, a high percentage (93%) of projects indicate they have specific positions to fill the managerial role: 80% of projects have someone to fill the financial role, and to a lesser extent, 52% of projects have someone to fill the marketing manager role. Other findings include:

- Just under three-quarters of the projects (71%) have management committees. On average, the committee composition reflects more female representation (mean=4.9) than males (mean=2.9). Management staff comprises a high level of committee representation (mean=4.6). Some disability representation was evident (mean=1.6) on management committees.
- For 64% of projects external funding is received from a source other than DoL (e.g. social Development, community, NGO business, donor, etc.). A concerning finding, on the other hand, is that only 27% of projects claim contracts exist with the external funding

agents. Most projects (61%) are operating without contracts. This was evident across provinces, with Western Cape reporting no contracts with the external funding agents.

- As mentioned earlier, more than half (53%) of projects have received start-up funds, however, that means that start-up funds did not exist for 47% of projects. Of particular concern are those projects in two provinces – that of North West which reported start up funds in only 18% of projects and Mpumalanga, in a mere 23% of projects. Provinces reporting projects with a higher proportion of project start-up funds are Western Cape (81%), KZN (78%), and Limpopo (75%).
- Business plan development was found in 63% of projects. Western Cape, followed by Northern Cape, KZN and Limpopo, more than other provinces, had this measure in place. Evidence of business plans was found in 71% of projects. North West and KZN, followed by Mpumalanga had business plans for a greater proportion of projects (over 85%). When business plans were in place, the following components were found to exist: Objectives in 80%, marketing plans in 67%, Scope of work in 74%, timeline in 56% and finance (cash flow) in 68% of business plans.
- A question relating to the **initial project proposal** asked about existing resources. Findings reveal that human resource objectives existed for 67% of project proposals, whereas financial objectives existed for 58% and technical resources for 56% of initial project proposals.
- Over half (52%) of projects have management systems, rules and procedures in place, whereas, over three-quarters (77%) of the projects have a constitution. Provinces varied as to the proportion of projects that had addressed these aspects. Projects in KZN, Gauteng North, and Limpopo in comparison to other provinces reported positive on this measure. In contrast, projects in North West, Northern Cape and Eastern Cape provinces had fewer management systems of this nature in place. Constitutions existed in projects across provinces, with the greatest number found in North West, followed by Eastern Cape and the least found in projects in Western Cape, where slightly under 50% have constitutions. Researchers found that less than half (45%) of the constitutions that they reviewed lacked evidence of being signed and sanctioned by all participants.
- To a greater extent, all aspects of discipline are maintained in 93% of projects. Eighty-eight percent of the beneficiaries agreed to the practice of good discipline management on projects, though Western Cape beneficiaries were in less agreement (50%) on this aspect.
- Management indicates it communicates with beneficiaries in a transparent manner. Strong employer-employee relationships were found for these items –the project management committee communicates with beneficiaries, and transparent communication is shared with all participants and management of the project is transparent (92% agreement respectively). Further analysis found a high consistency in responses by managers for items assessing *management of the project is transparent* and *project management communication with beneficiaries*.
- A cross-check analysis was conducted and moderate agreement was found for the *Strongly Agree* and *Agree* categories on items related to shared communication and transparency by managers. Even less agreement between managers and beneficiaries was found when it came to decision-making processes. There were striking differences between sets of respondents on this item suggesting managers believe participative decision-making processes exist when, in fact, beneficiaries disagree that this kind of involvement exists.

- Positive findings are found for Ubuntu. The majority (95%) of the projects maintain a good “spirit” (Ubuntu) amongst its members. High agreement (95%) was found for the item that measures co-operation between management and participants. An equally high level (97%) of teamwork exists on projects. Across all provinces, attendance is satisfactory for 85% of the projects.
- Findings for items related to resources suggest that projects are, in general, operating between 67% and 69% for human resources, at 58% for financial resources, and somewhere between 47% and 56% for technical resources. Most projects (94%) have a person responsible for managing the finances for their project – either the project manager, a dedicated finance manager or “other”.
- Across provinces, recruitment and selection procedures were found to be weak, with 39% of projects reporting these are in place. One province more than others, Gauteng South, stands out as having recruitment and selection processes in place in 63% of projects.

### **9.7.1. Management and Administration by ESPs**

Most ESP2 respondents (nine or 45%) said that they were verifying placement numbers through the Placement Verification Form. Eight or 40% of placement verification takes place through head counts though. There was also an indication that Service Provider notes were used to verify placement numbers.

Eighty five percent or 17 of the total number of respondents indicated that an attendance register is kept at the projects. Seventy five percent or 15 respondents said that it is kept up to date whilst four or 20% of the respondents denied this.

Half (10 or 50%) of the total number of respondents said that they speak to project managers as an alternative means of verifying placement figures. Some said that they even solicit the assistance of service providers and also use placement verification forms. All respondents indicated that they forward such information to their respective provincial DoL offices.

An overwhelming majority of 19 or 95% of respondents confirmed that they had good relationships with their area managers whilst only one or 5% felt that such a relationship did not exist. In expanding on the good relationships, most respondents (19 or 95%) said they felt that way because they interact with their area managers on a regular basis. They further stated that their managers were available all the time when they were needed to attend to problems and give them much needed advice. One respondent felt that their relationship was further enhanced by the fact that they fight a lot about work related issues and never postpone problems between them. Those who felt that the relations were not good said that there was not enough support from area managers.

All respondents (100%) said that they interact with other governmental departments in relation to their projects. In expanding, they named the following departments:

- Department of Social Services and Agriculture;
- Local Government and Public Works;
- The Department of Health;
- The Department of Sports, Arts and Culture; and
- The Department of Social Development and Land Affairs.

The respondents were divided on the issue of DoL officials’ availability with 10 or 50% saying that indeed the DoL officials were readily available when there were problems that are reported and have to be attended to. The other 10 or 50% felt that they were not accessible. Amongst those who felt that they are not readily available there was a strong sentiment that in

fact the “DoL officials are never available”. Others also indicated that the DoL officials concerned are very difficult to get hold of and even at times delegate most of their intervention responsibilities to the very ESP2s who are trying to contact them.

### **9.7.2. Summary of Management and Administration**

The Management Committees of most of the projects include a manager, someone that is responsible for finance and a person doing the marketing plus other members. On average all the project management committees reflect more female than male members.

Respondents generally are satisfied that management is transparent and that good relationships exist between project manager and beneficiaries. They also reported on the good spirit that reigns in the projects. All ESP2 respondents felt that project participants were cooperative and this manifests itself through regular calls they receive from project participants for advice whilst a similar number of respondents felt that there is interaction with beneficiaries during their project site visits. Some felt the cooperation is demonstrated by mutual respect between themselves and each other. A vast number of respondents (nine or 45%) described their relationship as “very good”. Whilst some (six or 30%) felt that it was “excellent” and some (five or 25%) described it as “good”. An overwhelming majority of (19 or 95%) of respondents indicated that project participants contacted them on a regular basis for support.

Constitutions are in place in the majority of the projects and over half of the sampled projects have rules and regulations for management in place and business plans for development were also drafted.

Discipline is an important issue for project participants and management and all aspects of discipline are maintained in 95% of the projects.

Some of the respondents to the ESP2 Questionnaire blame the failure of projects on bad management, and further ESP2s feel management teams should be better equipped with management skills. When asked about additional training required, project management was identified as the first priority. Improvement of management support was mentioned when asked how projects can be improved.

### **9.8. Infrastructure by Managers and Beneficiaries**

Over three-quarters (77%) of the projects have a basic infrastructure in place. Consistent with the above findings, 53% of projects indicate technical resources are not sufficient. Other findings include:

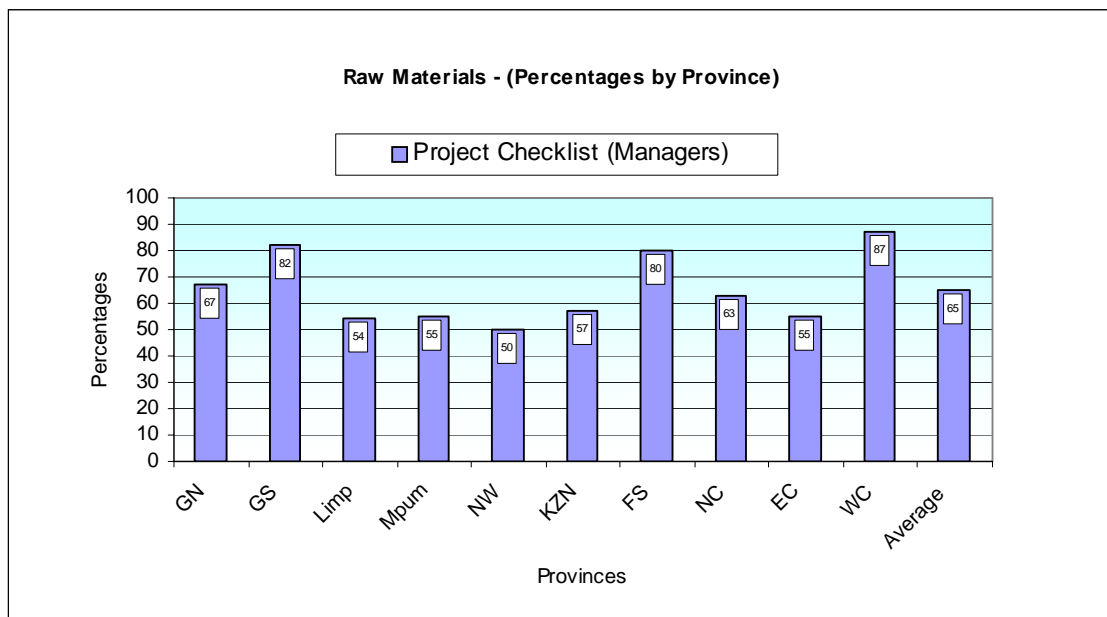
- Essential services on the site exist for most projects, but levels vary within provinces. It appears that if projects have electricity, chances are they may have telephone and fax lines, and there is a very good chance they will have running water. Over three-quarters (78%) of the projects have electricity and toilet facilities. Strong commitment exists on the part of the participants according to project managers. For 94% of projects, this was true across all provinces.
- For essential services, such as electricity, telephone, fax machine, running water, and toilet facilities, the following was found: 78% of projects have electricity, with Western Cape having 100% capacity. Similarly, 78% of projects have toilet facilities, with Western Cape having 100% capacity, followed by Limpopo (93%).
- Over half (56%) of projects indicate they have money for materials. This appears to be less true for a proportion of projects in certain provinces – that of North West (38%),



Limpopo (42%), Mpumalanga (43%), Northern Cape (44%) and Eastern Cape (45%). Those projects in provinces claiming to have more money for materials are Western Cape (87%) and Gauteng South (82%), followed by Gauteng North (78%).

- In a similar question, project managers were asked to respond to the statement, *Project has money for infrastructure*. Responses indicated that only 36% of projects overall answered in the positive, in contrast to 60% who answered in the negative and 3% who did not know. Provinces indicating this issue was one they were struggling with were Mpumalanga (18%), North West (24%), and Limpopo (28%). Two provinces seemed to be in better shape in terms of infrastructure monies: Western Cape (83%), followed by Gauteng South (65%) and Gauteng North (56%), albeit the latter can be viewed as a low.
- Equipment inventories were kept at 53% of projects, whereas 47% did not keep these records. Over 80% of the projects across provinces regularly use their equipment, though fewer projects (65%) maintain this equipment. Maintenance levels vary across provinces with Western Cape, followed by Gauteng South and Northern Cape, more than others, reporting high equipment maintenance levels. In 51% of projects, maintenance was verified by receipt/invoice evidence, and a similar percentage of projects (53%) update/replace equipment.

**Figure 13: Project Raw Materials**



- Sadly, only 65% (or 140) of the projects indicate they have the necessary raw materials available, which suggests that 35% of the projects are struggling due to a dearth of raw materials. Five provinces more than others are challenged with this aspect – that of North West, Limpopo, Mpumalanga, Eastern Cape, and KZN who report less than 57% of projects have the necessary raw materials.
- Project accessibility is good. Roads leading to the projects are of good standard in over 82% of the projects and 90% of projects across provinces indicate the project is close to the people, products and market it serves.
- Less than half (46%) of the project managers indicate the project site is too small for their core business, though this varies across provinces. Although not an issue for Western

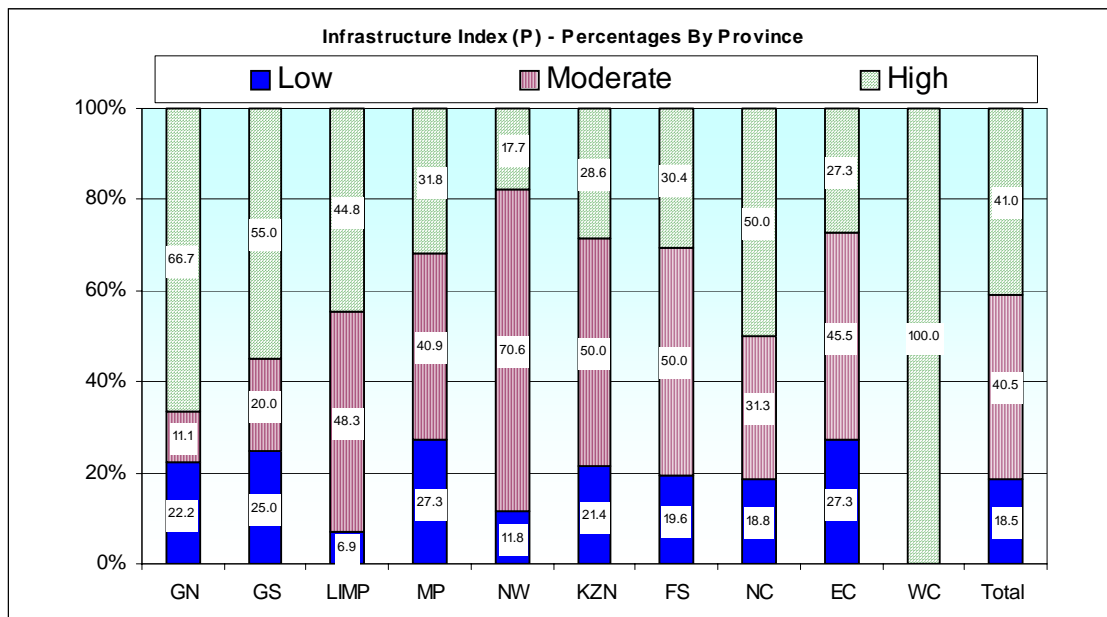
Cape projects, site size appears to be problematic in Northern Cape, followed by Mpumalanga, Limpopo and Eastern Cape.

- On the positive side, however, 82% of project managers say the project has the ability to expand from a small-scale project to a formal company. This was particularly true for Gauteng North, Gauteng South, and Limpopo, who reported positively on this measure for over 90% of projects. Illustrative of a common vision is seen in this respondent comment:

*“We want to develop this project into a fully formal company and export our products”*

- Projects have the general support of the community. Most projects (92%) have made efforts to inform communities, NGOs and other indirect beneficiaries about the project and a similarly high percent (91%) reported that the community supports and assists to achieve the outcomes of the project. To a lesser extent, advertising is sought for only 48% of the projects.

**Figure 14: Infrastructure Index by Province and Total by Project Checklist (P)**



The figure above illustrates the distribution (by percentages) of measures in place for combined items that comprise the major indicators for infrastructure by province and by total as per the project checklist. The various indices reflect stages of existing infrastructure measures for each of the ten provinces towards creating successful and sustainable projects. Items combined for this index include human, technical and physical resources, essential services and funds for materials and infrastructure. As illustrated above, provinces, in general, have high to moderate resources supporting infrastructure needs, in particular, Western Cape projects reflect a high level of infrastructure support, followed by Gauteng North. To a lesser extent, a proportion of projects in Mpumalanga and Eastern Cape, followed by Gauteng South are struggling with less than adequate infrastructure supports in place.

Relationships for indices related to infrastructure are reported under other categories (e.g. training, marketing, finance, sustainability, beneficiary involvement, etc.)

### **9.8.1. Summary of Infrastructure**

The majority of projects have a proper infrastructure, but the complaint is that technical support and resources are lacking. Essential services exist for the majority of projects, more than 75% of the projects have electricity and toilet facilities. A few projects have equipment; such as computers, fax machines and telephones. This varies across provinces. However, it must be kept in mind that some of the projects are situated in remote areas where no electricity or running water is available.

More than 50% of projects keep inventory lists and equipment is used regularly. Some projects maintain equipment well, though these are in the minority. Mpumalanga, Limpopo and North West are the provinces that struggle most to acquire sufficient infrastructure on their projects, particularly funding.

Five provinces are battling to provide projects with raw materials and a few projects do not have sufficient space for their core business, but for most of them expansion opportunities do exist.

### **9.9. Beneficiary Involvement and Quality of Life by Managers and Beneficiaries**

Strong commitment on the part of the beneficiaries exists on projects (94% agreement) and a high percentage of beneficiaries (83%) agree that everyone on the project is working towards the same goals. Other findings on involvement and quality of life include:

- High levels of consistency across items related to communication and beneficiary involvement were found for project managers. Findings reveal positive relationships between project management committee and communication with beneficiaries. Further positive findings for beneficiaries include:
  - Beneficiary involvement in the planning strategy;
  - Beneficiary involvement in decision making/progress of project;
  - Beneficiary sharing and discussing ideas regarding the project; and
  - Improved attendance by beneficiaries when involved.
- Consistent with project manager findings, approximately 78% of beneficiaries agree that management is transparent with regard to the daily running of the project and they are involved in future planning. Less agreement was found in the Northern Cape (38% agreement).
- Project managers in general indicate that beneficiaries in 90% of the projects are involved in decision-making activities. This is practiced more in Free State and Eastern Cape than other provinces and to a lesser extent in Gauteng South and Western Cape provinces. However, this is contradicted by beneficiary findings – which report a very low level of beneficiary involvement in decision-making processes.
- In contrast to what managers are saying, 80% of beneficiaries disagree that they are part of the decision-making processes. This was particularly true for projects in three provinces: Gauteng North, Free State, and Eastern Cape. In fact, in Gauteng North, no beneficiary agreed that the decision-making process is a team effort, followed by two provinces – that of Eastern Cape and North West, that also strongly disagreed (92% and 97% respectively).

- Three-quarters of beneficiaries said “yes” on the item assessing involvement in future planning. However, this was experienced less in Western Cape (20% agreement) than other provinces.
- As reported under finance, a question asked project managers if *all beneficiaries are paid by the project after training*. Findings reveal that in 38% of projects this is true, however, in 60% of projects – beneficiaries are not being paid. Projects in two provinces more than others are found to pay beneficiaries – that of Western Cape (63% paid) and Northern Cape (56% paid). Beneficiaries in Limpopo (48%), KZN (43%) follow on this practice.
- Human resource support structures are almost non-existent in projects across provinces. They exist in a mere 23% of projects, which are primarily located in Limpopo (46%) and in Gauteng South (33%). Most provinces report a dearth of HR structures in place – with that of Eastern Cape reporting the greatest challenge (9%). When they are found to exist, even at a low level, these HR structures include leave (43%), UIF (15%), Sick Fund (4%), medical aid (1%), and pension (5%).
- Project managers say that beneficiaries are involved in the planning strategy stage in 82% of projects on average. A higher level of involvement was reported in Eastern Cape (97%), followed by Free State (94%), Limpopo (93%), and Mpumalanga (90%). One province, in particular, reported a uniquely low level of beneficiary involvement in planning strategy – that of Western Cape (27%).
- According to project managers, project roles are known by beneficiaries in 93% of the projects across provinces.
- Across all provinces, project managers say beneficiaries are informed about the progress of the project. Similarly, beneficiaries are provided opportunities to share and discuss ideas regarding the project in 95% of the projects.
- Beneficiaries are motivated to go to work. Over 90% of beneficiaries *Agree/Strongly agree* to this statement: *You are motivated to go to work*. However, Western Cape beneficiaries (66%) agree to a lesser extent than other provinces that they are motivated.
- Jobs are satisfying according to 85% of beneficiaries in most provinces, though KZN beneficiaries are less satisfied (63%). Correspondingly, 63% of beneficiaries are experiencing job security. Two provinces are experiencing even less job security – that of KZN and Western Cape (25% and 33% agreement respectively). Overall, 26% of beneficiaries say they have no job security.
- Nonetheless, over three-quarters of beneficiaries see a future career path in their present job, though this less true in Northern Cape (39% agreement) for this item.
- Although beneficiaries are working towards the same goals was true for the majority of projects across provinces, this was found to be practiced to a lesser extent in Western Cape, where 57% of respondents agreed to this practice.
- Approximately three fourths (78%) of beneficiaries say their standard of living has improved following the training, though a smaller proportion (44%) state that beneficiaries and their families are not better off financially as a result of the training and job placement.
- Beneficiaries see themselves as contributing members of society as a result of the work that they are doing on the project (89% agreement), however, 20% of KZN beneficiaries disagree. This is expressed in the qualitative comments by beneficiaries:

*“I can make a difference in the society as a disabled person.”*

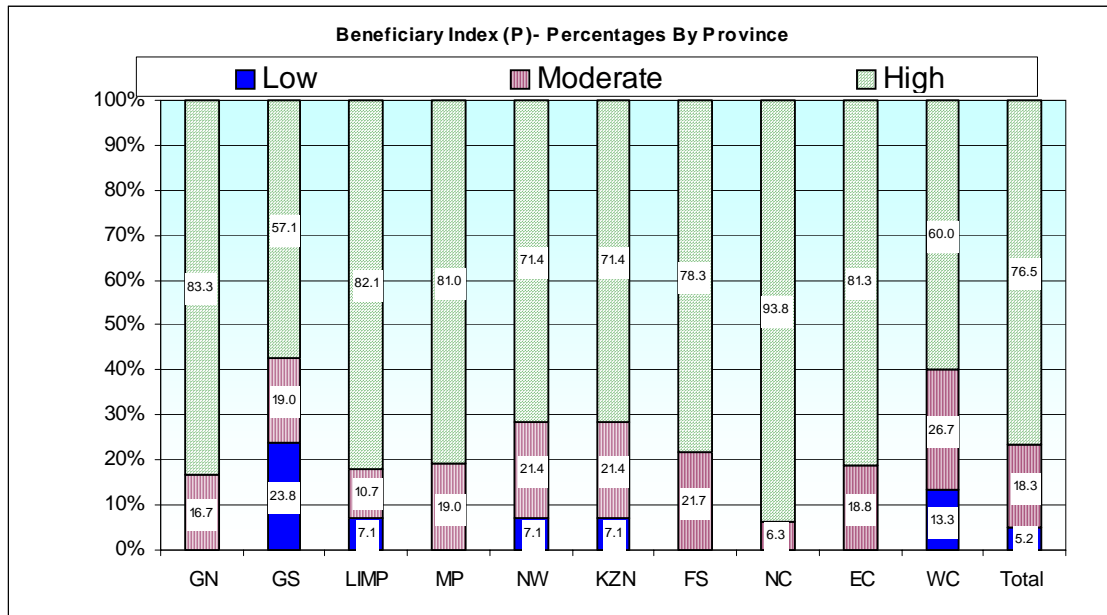
*“(I have an)... opportunity to contribute and a love for the building industry.”*

*“I always dreamed of getting access to more land for cultivation.”*

*“I make (a) contribution to the community and help them with their needs.”*

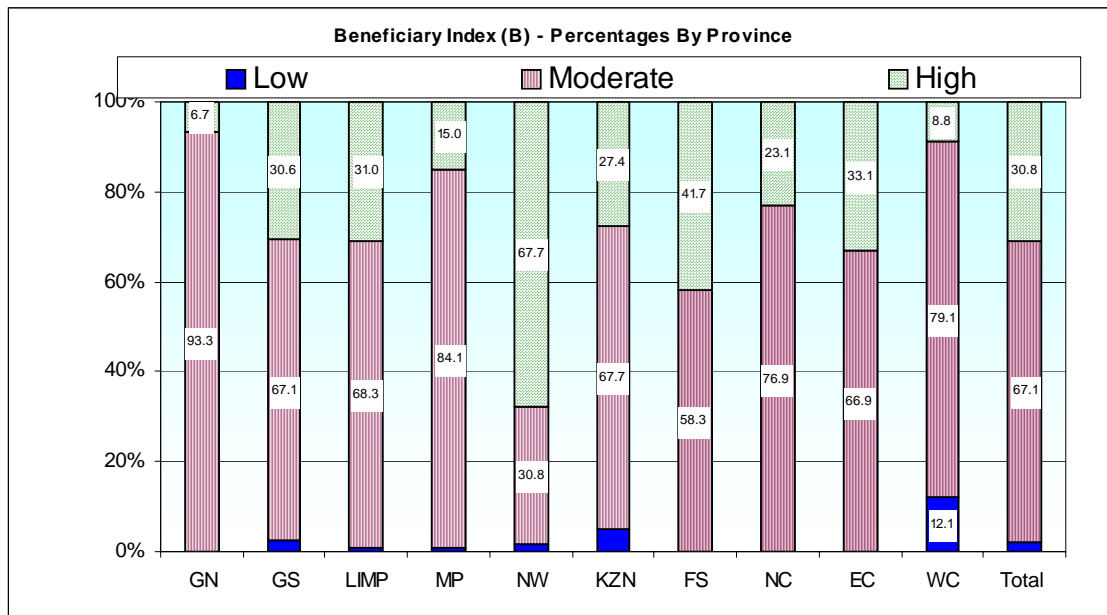
*“I like contributing to the development of the community by selling vegetables to local people.”*

**Figure 15: Beneficiary Involvement Index by Province and Total by Project Checklist (P)**



The figure above illustrates the distribution (by percentages) of measures in place for combined items that comprise the major indicators for Beneficiary Involvement by province and by total as per the project checklist. The various indices reflect stages of existing employee participatory practices for each of the ten provinces towards creating successful and sustainable projects. Items combined for this index include beneficiary involvement in planning strategy, decision-making activities, and progress of projects, attendance, and opportunities to share and discuss ideas regarding the project. Project managers report an overall high level of beneficiary engagement across all provinces, in particular, Northern Cape, followed by Limpopo and Mpumalanga provinces. A small proportion of projects in Gauteng South and Western Cape report little or no beneficiary involvement.

**Figure 16: Beneficiary Involvement Index by Province and Total by Beneficiary Questionnaire**

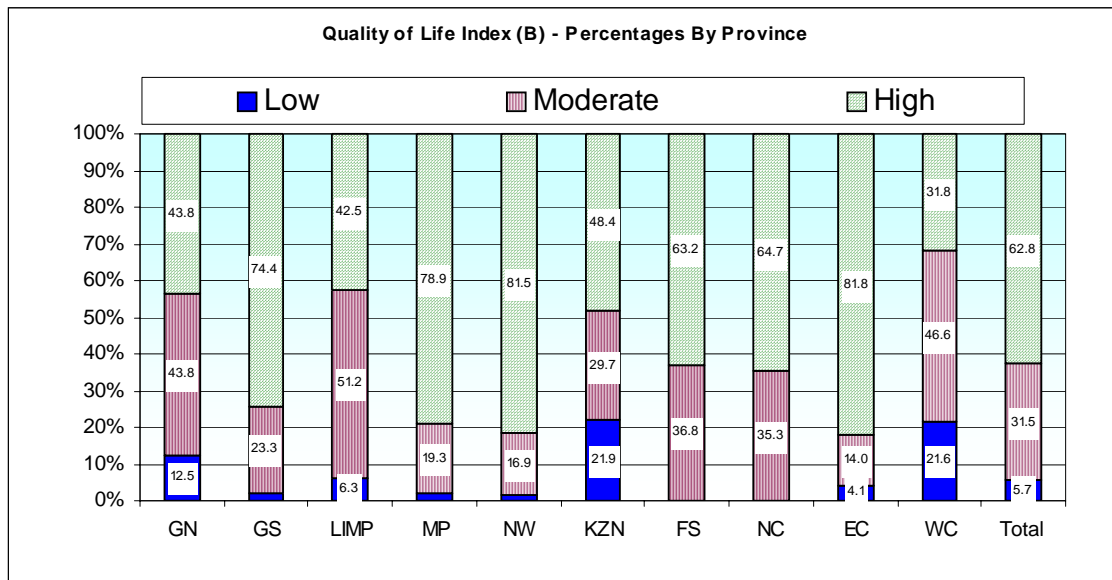


The figure above illustrates the distribution (by percentages) of measures in place for combined items that comprise the major indicators for Beneficiary Involvement by province and by total as per the beneficiary questionnaire. The various indices reflect stages of existing beneficiary involvement practices for each of the ten provinces towards creating successful and sustainable projects. Items combined for this index include beneficiary involvement in decision-making processes, team effort, transparency of management, involvement in future planning, discipline maintained and motivation to go to work. Provinces overall reflect a moderate to high level of beneficiary engagement. However, to a lesser extent than that reported by project managers, beneficiaries are actually engaged in participatory activities. One province stands out on this measure – North West province, which reports a high level of beneficiary engagement.

Other indices were analysed to see whether there were any relationships between project indicators. A moderate relationship was found between the beneficiary involvement index and work environment. When a project fosters an enabling environment for beneficiaries to practice their skills, there is a good chance for greater beneficiary involvement. Similarly a significant relationship was found between moderate sustainability and beneficiary indices, suggesting with moderate levels of engagement, the portent of achieving moderate sustainability is greater. A mild relationship was found between moderate beneficiary index and high project manager index for beneficiary involvement.

Additional relationships for indices related to beneficiary involvement are reported under other categories (e.g. training, marketing, finance, sustainability, infrastructure, etc.).

**Figure 17: Quality of Life Index by Province and Total by Beneficiary Questionnaire (B)**



The figure above illustrates the distribution (by percentages) of measures in place for combined items that comprise the major indicators for Quality of Life by province and by total as per the beneficiary questionnaire. The various indices combine to assess measures that contribute to the quality of life for project employees for each of the ten provinces towards creating successful and sustainable projects. Items combined for this index included questions that focused on an improved standard of life after training, families being better off financially, job satisfaction, contributing member of society, job security, career path, and all employees working towards the same goals. The indices reflect strong to moderate levels of quality of life indicators for all provinces. These positive findings suggest that beneficiaries are getting some tangible and intangible benefits that extend to their families and future.

A final open-ended question on the Beneficiary Questionnaire asked respondents, “***What besides money motivates you to go to work?***” Emerging themes focused on: job satisfaction, project success, going to work instead of doing nothing at home, feeling productive, feeding families, contributing to uplifting the community, love of sector/work/job (pigs, sheep, plumbing, chickens, sewing, etc.), socialisation opportunities, improved standard of living, opportunities for disabled people, and knowledge and skills acquisition. Trends are listed below and are illustrated with direct quotes of beneficiaries:

- The need to become financially independent is strong motivation for being on projects;
- The desire to become socially acceptable and socialisation also provide motivation;
- The dire need to alleviate poverty is a common desire expressed;
- Serving the community and community upliftment motivate all participants to be part of projects;
- A need to have employment, to be useful and being able to feed their families and in so doing to improve self esteem also was illustrated clearly by responses; and,
- Self-actualisation – to be happy – is the inner motivation factor presented by respondents.

Illustrative overall responses are captured:

*“We are provided with vegetables and meat to feed our families.”*

*“The fact that I wake up every day knowing that I have something worth to do.”*

*“Satisfaction with working with sheep and farming.”*

*“The fact that we have started our own income-generating project from the scratch!”*

*“I am able to support my family and I won’t be a victim of poverty.”*

*“To show that I am physically disabled and I can be productive.”*

Illustrative responses per province are captured:

**Table 16: Beneficiary Responses to Item D2.8: What Besides Money motivates you to go to work?**

Province	Illustrative Comments by Beneficiaries
GAUTENG SOUTH	<ul style="list-style-type: none"> <li><i>To learn more skills and networking with the community...to complete all levels of training and to open my own business.</i></li> <li><i>Training helped me to gain knowledge and be able to do part time jobs.</i></li> <li><i>I know that when the project expands we will get employment...serve the community with the products...I love doing community work.</i></li> <li><i>Knowledge possessed, confidence attained.</i></li> </ul>
GAUTENG NORTH	<ul style="list-style-type: none"> <li><i>I will be well-trained and contribute to society.</i></li> <li><i>To help people and acquire more skills.</i></li> <li><i>I do not like staying home and doing nothing all day.</i></li> <li><i>The love of it...I have a vision.</i></li> </ul>
NORTH WEST	<ul style="list-style-type: none"> <li><i>Relieves me from disability, I do want to be independent...To achieve financial independence...Increase knowledge and be independent.</i></li> <li><i>Seeing more jobs being created out of this project in the future... Knowing that you are making a difference.</i></li> <li><i>Does not want to sit, doing nothing...It is frustrating staying home, doing nothing.</i></li> <li><i>Knowing that you make a difference in other people’s lives, helping them.</i></li> </ul>
FREE STATE	<ul style="list-style-type: none"> <li><i>The vision being to own a poultry farm and supply the broader community...improves my skills.</i></li> <li><i>I do not sleep hungry, I have food to feed my children...To keep the project in production and help the community.</i></li> <li><i>Growth of project. Employability prospects.</i></li> <li><i>Motivation within team member...Love for what I do.</i></li> </ul>
LIMPOPO	<ul style="list-style-type: none"> <li><i>Communicating with friends, gaining knowledge...to get more experience and learn new systems so as t be on my own one day...because I can open my own business.</i></li> <li><i>If the project becomes sustainable more community members will be employed. If we produce more products that could be sold, we could get work...Help my community and the disabled.</i></li> <li><i>Love my work.</i></li> <li><i>Earn more skills teamwork also motivates. This is part of my life, the fact that I can satisfy my client by sewing.</i></li> </ul>



MPUMALANGA	<ul style="list-style-type: none"> <li>• Gives me sense of independence...I learn to be creative and socialise.</li> <li>• We need to uplift our community in order to fight poverty. To impart the knowledge that I have to my community...because we contribute and help the community.</li> <li>• I am able to support my family and I won't be a victim of poverty...I love to be an expert in my job and to impart knowledge to my community.</li> <li>• I love my job so much...I do the job for the love of it.</li> </ul>
KWAZULU	<ul style="list-style-type: none"> <li>• Knowledge and work for the community...I like to work with people...</li> <li>• I am unemployed and cannot even support my family...the fact is that I am having a work to do.</li> <li>• Opportunity to contribute – love for the building industry.</li> <li>• I love what I am doing and I am very proud. We love our job and we see success for the future.</li> </ul>
NORTHERN CAPE	<ul style="list-style-type: none"> <li>• Interaction with co-workers, used to working, although not paid...</li> <li>• Job satisfaction, contribution to society, and interaction with co-workers.</li> <li>• Unemployment in this area is very high, I therefore do not want to lose my job...Never had work before; this is her first job...Want to render a service to the community.</li> <li>• I feel good when I go out to help people.</li> </ul>
WESTERN CAPE	<ul style="list-style-type: none"> <li>• To have a permanent job and to contribute to my parents.</li> <li>• People are dependent on me, they do not have the knowledge, but I can help them. To see people glad after I had trained them and to be able to assist the community.</li> <li>• My confidence is important, the skills training I received motivates me.</li> <li>• Build up my own self-esteem and to be able to run my own business...</li> </ul>
EASTERN CAPE	<ul style="list-style-type: none"> <li>• I want to do things on my own, so by being here I am gaining more experience...if we divide our share I will be better off financially...I also hope it will one day put us somewhere and I also can use the opportunity to socialise...To improve my living standards.</li> <li>• As we stay in a poverty area it is my wish that the community of our town do not stay poor... To have knowledge so that I can also help others...working for a living and upliftment of my community.</li> <li>• Striving for a better living and more knowledge...</li> <li>• I am motivated because what I am doing is in my blood; I live it.</li> </ul>

### 9.9.1. Beneficiary Involvement and Quality of Life by ESP2s

Most ESP respondents (12 or 60%) said that they get feedback from beneficiaries during their aftercare visits. Others said that they have discussions with beneficiaries afterwards.

An overwhelming majority (18 or 90%) of respondents said yes they believe that the skills of project participants have improved and that this enhances beneficiaries' quality of life as they are now earning some form of income to help them support their families. In explaining this they said that the quality of the products delivered by these participants have improved and this according to them was an indication of a vast improvement in the skills of participants.

### 9.9.2. Summary of Beneficiary Involvement and Quality of Life

The most positive aspect of all the projects included in the sample, is the commitment of participants who declare that all people involved with the projects are working to achieve the same outcomes.

Beneficiaries are included in the planning strategy of most of the projects, while the decision-making processes are also participative. There is a high level of beneficiary involvement across projects countrywide, which improves beneficiary attendance.

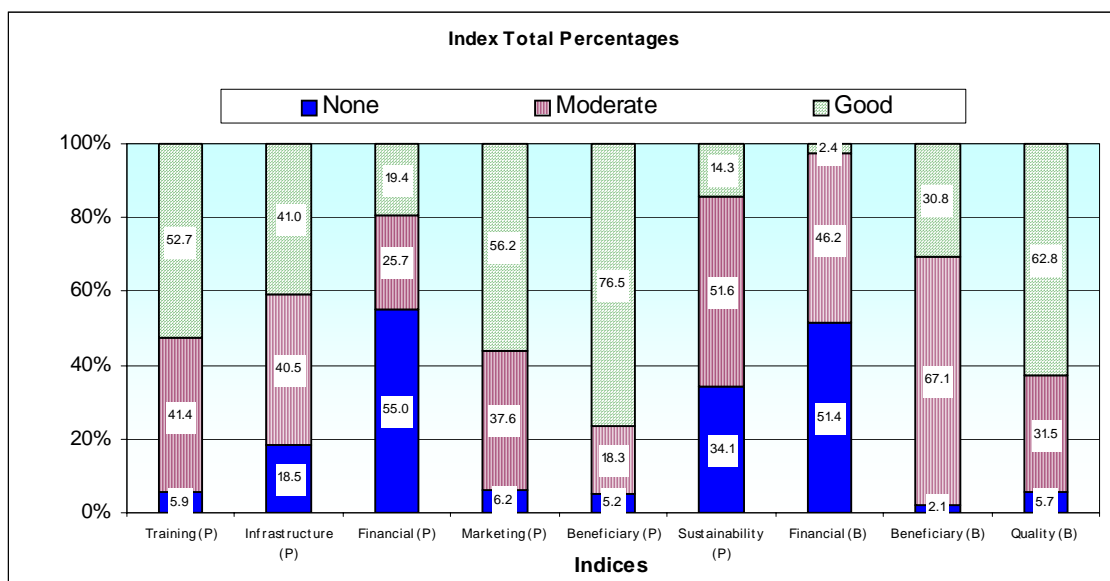
Human Resource support is weak on the majority of projects. Human resource management systems only exist on large projects driven by government money and by commercial sponsors. In spite of this shortcoming, 85% of beneficiaries claim that they experience job satisfaction even though job security is evading most of the beneficiaries on projects.

There is agreement that the quality of life and standard of living of at least 75% of beneficiaries has improved since they have joined the projects. A smaller percentage of beneficiaries 44% claim that their families are not financially better off because of training and job placement. The beneficiaries on the other hand, do feel that they have become contributing members of society, which improves self-image.

### 9.9.3. Total Indices

Using a series of criteria that make up each of the 9 categories assessing key research indicators (6 indices for the Project Checklist and 3 indices for the Beneficiary Questionnaire), the indices that reflect the existence of positive measures to support a specific indicators appear to be the following: Beneficiary Involvement and Quality of Life, Marketing, and Training. As seen in Figure 18 below, the indices that emerge with the most challenges to project viability include Sustainability, Financial and Infrastructure measures. Overall findings for specific indicators are reported above (refer to respective sections, e.g. finance, marketing, etc.). For provincial findings for indices, individual provincial reports follow in the next section of this report.

**Figure 18: Total Indices by Province and Total by Project Checklist (P) and Beneficiary Questionnaire (B)**



## **10. Best Practice Case Studies**

Best Practice Case Studies were conducted in ten provinces. These are reported in the Individual Provincial sections that follow.

## **11. Case Study Trends**

### **11.1. General Trends As Illustrated By Case Studies**

The Department of Labour was requested to provide the names and locations of 20 best practice projects where the Department of Labour funds were used to train beneficiaries. From these the researchers selected 10 sites on which to do case study research. All the projects could not be accommodated in the case studies because some of them were already included in the sample component of the research. Case studies were, therefore, conducted on 10 best practice project sites, which represented one in each province (see Table 3).

General trends emerged from the case studies and are discussed below:

#### **11.1.1.Placement**

The beneficiaries that had received training preferred to remain on the project. This resulted in all the projects exceeding 70% placement rate. The minority that had left the projects utilised the skills acquired to become self-employed.

#### **11.1.2.Absenteeism**

All the projects reported a very low absenteeism rate. Beneficiaries are keen to acquire new and marketable skills and are committed to the project, particularly where beneficiaries also were the owners.

#### **11.1.3.Accreditation**

All the beneficiaries on the case study projects received training by accredited training Service Providers.

#### **11.1.4.Production**

There was no case study that reported that the beneficiaries were not able to contribute towards production. The training courses on production equipped beneficiaries sufficiently to contribute towards producing the different final products.

#### **11.1.5.Equity Targets**

All the projects meet the equity target of 85% black beneficiaries. The female representation on the majority of projects is more than the prescribed 54% and only one project could boast having a disabled person as a beneficiary.

#### **11.1.6.Female Representation**

Females dominate the projects. On six out of the eight projects, the vast majority of the beneficiaries were female (e.g. Ekulundeni had 11 females and two males working, Ithabeleng had 26 females and 6 males).

### **11.1.7. Quality Of Life**

Beneficiaries on all the projects included in the case studies experienced improved quality of life because they are earning a regular income. Had they not been on the project they would have been unemployed.

### **11.2. Summary of Trends**

There can be no doubt that beneficiaries are reaping the benefits of the training made possible by the Department of Labour through funding. The benefits derived from training should not be seen as the aggregation of monetary values as the indirect spin-offs of training are sometimes an even greater reward. Fringe benefits derived from being trained are that beneficiaries are able to transfer skills to their children and other family members. Participation in civic and social activities can improve and they do contribute toward the mainstream economy of the country through savings.

### **11.3. Challenges Illustrated By Case Studies**

The following challenges were identified through the case studies of ten projects:

#### **11.3.1. Management**

The management of six out of 10 case study projects was not up to standard. Consequently, these projects do not have formal work schedules for trainees and, at many of the projects, beneficiaries were idly loitering about. This impacts negatively on production.

#### **11.3.2. Sustainability**

The community-based projects have too many people to sustain and/or lack resources and basic infrastructure. At these projects (e.g. Hartbees Community Project), the lack of income causes waning interest and project participants are considering dropping out. The beneficiaries of all the community projects declared that the income is too small. This situation poses a threat to the sustainability of the projects.

#### **11.3.3. Marketing and Sales Strategies**

Only three of the projects in the case studies had marketing plans, which included sales strategies, pricing strategies and advertising strategies. Marketing generally constitutes a weak aspect of the projects, even in the case of those that have marketing plans.

Projects do not engage in market research, with the result that the projects are not demand driven. This means that good products sometimes have no market and the sustainability of the project is very low.

#### **11.3.4. Networking**

Networking actually is a component of marketing. Only three out of the ten projects had networking systems in place. Beneficiaries should receive training on the advantages that networking has for marketing, product development and sustainability. An awareness of the types of networking possible with neighbouring towns and of structures that exist for networking should be created for beneficiaries.

### **11.3.5.Maintenance of Equipment**

All the projects complained about being under resourced and having a lack of equipment. In some cases the equipment was old and had to be replaced. Maintenance of equipment does not receive attention on the projects, which means that the equipment's lifespan is shortened. Beneficiaries should be trained in maintenance of equipment and projects should design maintenance policies.

### **11.3.6.Human Resource Management**

Only one of the case study projects was concerned about human resource management. It was clear that this oversight is costing the projects in terms of loyalty and satisfaction. Most of the project managers reported that internal conflict among beneficiaries has a negative impact on the project.

Beneficiaries were dissatisfied about remuneration and working conditions. These problems can be solved through proper human resource management.

### **11.3.7.Product Development**

A focus on product development and diversification could improve sustainability of projects, but the majority of the case study projects do not consider or understand what product development entails.

## **11.4. Conclusion**

Successful projects need to have the following in place:

- Marketing and sales strategy;
- A sustainability plan;
- Demand for its product;
- Supportive infrastructure; and
- Access to markets.

Access to markets is critical and project success becomes detrimental without it. No project can survive if its product cannot be sold.

Good management sustains a project and ensures linkage with small businesses and other opportunities through networking.

Not even the best marketing strategy or management systems will survive if internal conflict and beneficiary dissatisfaction and remuneration disputes are not addressed through a competent human resource management system.

The above implies that projects should not be initiated before thorough viability research has been done.

## **12. Summary Recommendations**

The aim of this project was to uncover deep-seated perceptions of project managers, ESP2s, beneficiaries and other stakeholders on the role, function, management, training and placement practices of NSF and NSDS projects. From this research the following recommendations are made in order to allow beneficiaries to become independent and skilled workers and to reap maximum benefits from labour projects.

### **12.1. General Policy Recommendation: Consultative Strategic Performance Planning and Evaluation Approaches**

Project sustainability presents critical challenges for the continuation of projects. All nine categories identified for this research contribute in some way towards project sustainability and should be exploited to the extent that each one occupies its pre-determined place in sustainability building. It is critical to consider each indicator independently so that all project operations benefit optimally from each aspect and are combined to complement and impact on each other. In order to enhance this overall and inclusive sustainability building process, it is recommended that a consultative process for Strategic Performance Planning and Evaluation Approaches be introduced. This consultative process should start at the National Labour Department and filter through all levels to the project management teams and beneficiaries on the ground to:

- Set new objectives and strategically plan, with long term in mind, improvement of performance at different levels; and
- Consult both horizontally and vertically between the different levels of project management and operations and DoL officials to attain maximum input and advantage from the training and evaluation initiatives of the DoL.

In terms of training, the NSF funded training provided by the DoL and presented by service providers, is the pre-dominant input into the development of projects.

### **12.2. Recommendations for Training/Beneficiary Development**

Training is a prominent theme investigated in this study. The research findings for training of beneficiaries on labour projects present benefits and challenges, which impact on the successful development of projects. The Skills Development legislation and policies combined with key findings of the study provide the context in which recommendations were identified. Some contextual recommendations include the need for:

- Advanced courses in skills training for beneficiaries;
- Longer and more intensive training courses;
- Accredited courses and training providers;
- Job specific training;
- Training that is aligned to market needs/demands; and
- Continuous training offered to beneficiaries.

The following policy and structural recommendations for training are offered to address the above contextual issues:

***Policy Recommendations:***

- NSF funded training needs to be accredited and aligned with SAQA standards and comply with NQF regulations with regard to certification/qualifications of beneficiaries once training is completed; and
- Funding for upfront training in life skills (e.g. literacy, numeracy, HIV/AIDs, ABET) should be included in the training award so that technical skills training can be enhanced. If this is already part of existing policy, then it should be clearly communicated to all provinces.

***Structural Recommendations:***

- Provinces should create a climate in which the Provincial Implementation Plan (PIP) would inform whatever training needs to take place;
- Feedback from beneficiaries during this research indicates that time allowed for training courses tends to be too short. This is mainly due to the time of the year when the courses are presented. It was observed that, “...*the later in the year the courses are presented, the shorter they are*”. The “shorter training courses” need to be scheduled for earlier in the year to allow adequate time to sufficiently cover course content and to allow sufficient time for placement of beneficiaries on projects;
- The relationship between training and market demand should be exploited to the fullest by aligning all training to market needs. NSF funded training should not be offered for the sake of training only;
- Research findings highlighted the need for financial training and marketing training for beneficiaries (including project managers). It is, therefore, recommended that all courses offered for project beneficiaries should include, as a pre-requisite, a Finance and Marketing component to ensure project development and to equip beneficiaries to become independent;
- Courses should be designed in line with NQF standards and care should be taken that the learning material provides appropriate learning experiences throughout and that courses are carefully constructed to achieve balance between theory and practice;
- A cost review should be conducted to determine the relevancy of current funding made available to service providers for courses; and
- The process of awarding tenders must be refined to ensure the best quality of training is provided:
  - DoL should encourage strict adherence to existing selection criteria when awarding contracts to such providers;
  - The tendering and awarding process is time consuming. The approval committee process should be shortened;
  - Structures of accountability and empowerment should be built into the tender awarding process (e.g. the approval committee should be mandated to pair inexperienced providers with experienced providers to ensure quality training, for the sake of empowerment and to share profits and expertise); and
  - Broader representation on the composition of tender committees.

### **12.3. Recommendations for Management and Administration**

The Management Committees/Teams of most of the projects include a project manager, someone who is responsible for finances, a person designated to marketing and other members. On average all Project Management Committees reflected more females than male members.

Respondents generally are satisfied that management is transparent and that good relationships exist between project manager and beneficiaries. They also reported on the good spirit that reigns in the projects. The following policy and structural recommendations are offered to create more accountability and project development:

#### ***Policy Recommendations***

- A national framework must be developed to guide projects to:
  - Establish who sits on the project selection committee and to include ESP2s on this committee as the majority of ESP2s interviewed indicated that they do not form part of this committee; and
  - Establish and publish internal service standards, and thus create internal accountability for project planning, management activities and interventions, training and support standards, evaluation standards, monitoring standards and provincial (ESP2s) support standards. Set project targets according to internal project standards aligned to provincial and national framework standards. In this way the projects can customise the kind of support required from respective provinces in the interest of project needs and to inform relevant officials accordingly.
- A Policy Guidelines Document on Project Target Setting should be developed at national level to:
  - Assist projects and provinces to set realistic targets aligned to national policy documents; and
  - Allow projects to select achievement targets in line with its objectives.
- The Skills Development Act (1998) Skills Development Levy Act (1999) and the National Skills Development Strategy draw attention to competencies and standards needed for improved skills development. These documents mandate the DoL and the Provinces to develop guidelines that will enable projects to focus on acquiring the necessary competencies that will support project management, development and sustainability.
  - The existing policy documents of DoL should be further mediated to provide practical illustrations of how beneficiaries can apply acquired competencies to the benefit of projects, and to translate these policy documents into practice;
  - Policy guidelines should be developed to provide the "how to" for improving and developing projects and should identify competencies aligned to those demarcated in the policy documents. Additionally, the kind of support mechanisms that projects require and the targets to be met should be presented in the form of policy guidelines;
  - These policy guidelines will allow projects to select the achievement targets that are specific to the project's objectives, needs and activities as identified by participants to improve project implementation; and



- The proposed guideline documents on project development will provide quality indicators and evaluation strategies aimed at informing effective project and performance competencies and practices that can be translated for both the project and the province to enhance management, development, placement and sustainability.

### ***Structural Recommendations***

- Given that projects are to be supported at the provincial level, the province needs to determine provincial support standards aligned with national policy that will facilitate the improvement of projects through monitoring and evaluation.

### **12.4. Recommendations for Monitoring and Aftercare**

The issues that impact on aftercare are commitment by ESPs and other officials, lack of transport, lack of equipment, distance between projects, insufficient support personnel, work overload, lack of administrative support and need for further training.

ESP2s are not clear on exactly what their monitoring and support roles entail. Confusion exists as to forms on which reporting should be done, how often evaluation should take place, and what happens once they submit required forms. To address the confusion and encourage regular monitoring of projects, a context in which a transparent monitoring and evaluation framework is established and linked to incentives that reward best practice is recommended.

Mixed notions of the responsibilities for training providers in the aftercare process need to be revisited as the nature, frequency and form of support by training providers varies from project to project across provinces. Additionally, the project funder support needs to be identified and in collaboration with the DoL support mechanisms.

The following policy and structural recommendations are offered to create more accountability and support for projects.

### ***Policy Recommendations***

- A National and Provincial Monitoring and Support Strategy must be developed and translated by the provinces to suit their specific needs;
- Support standards (e.g. networking, marketing, mentorships, etc.) should be identified and aligned to project criteria evaluation/assessment standards. If officials find that standards of achievement are poor, the strategy guidelines should enable ESP2s to guide the project as to the kinds of support mechanisms that both the project and the province can introduce to raise these standards; and
- A Monitoring Related Rewards and Incentive Framework needs to be instituted:
  - The reward and incentive framework that is recommended should be inward and outward (e.g. profiling, etc.) and not be seen in isolation from the monitoring process;
  - Successful practices by ESP2s, project managers, provincial and national officials and project team members, must be judged against benchmarks and rewarded accordingly; and
  - This will imply rigorous follow-up support.

### ***Structural Recommendations***

The main motivation for utilising accredited training providers is captured by the fact that such a provider will be informed by the evaluation standards as set out by SAQA, which he/she will implement to ensure reinforcement of skills transfer during a compulsory three month period of aftercare. It is therefore, recommended that:

- Skills training aftercare should be made a domain of training providers and include mentoring or coaching programmes;
- Incentives should be built into the contract entered into by DoL and the training provider;
- All training contracts should have a 10% provision for quality starter packs that beneficiaries would receive on completion of training;
- To ensure project viability and sustainability, quality assurance and assessment of the training need levels of trainees should become the portfolio of the ESP2s who will be tasked with rigorous monitoring and support during the after care process driven by the standards as defined by the support and monitoring strategy, which will be aligned to SAQA standards;
- ESP2s should be further capacitated through thorough induction and orientation programmes, mentoring by managers, and advanced training in Project Management, Finance, Computer and Presentation skills;
- ESP2s should receive more support from Provincial offices;
- Transport should be made available to ESP2s in order for projects to be visited and evaluated on a more regular basis; and
- Political conflict amongst project participants should be addressed on projects.

### ***12.5. Recommendations for Placement***

In order to know if the DoL skills training money is being properly spent and used for the right purposes, placement verification that objectively monitors and confirms beneficiary placement on a regular basis is essential. This can be accomplished through two processes: 1) the strict adherence and monitoring by provinces and head office on the regular use of standardised forms across provinces and subsequent efficient data capture and reporting; and 2) rigorous bi-annual project site research which replicates the placement verification research study. The latter is necessary to verify and confirm the paper and electronic data capture processes and must be viewed as a project “census taking” activity and, as such, the only way true statistics can be uncovered.

The following policy and structural recommendations are offered to create more accountability for beneficiary placement verification.

#### ***Policy Recommendation:***

- The concept, placement needs to be re-defined within the context of projects and DoL funding. All types of placement – short term, medium term, and long term – need to be accommodated

#### ***Structural Recommendations:***

Different data collection forms and templates for recording, monitoring and evaluating, and verifying training and placement are used by project managers, departmental officials and

especially ESP2s across provinces. This lack of uniformity causes great confusion, is subject to misinterpretation and hinders reliable placement verification.

- The use of a set of standardised forms (Training, Placement and Project attendance, monitoring etc.) should be enforced on projects and for monitoring and evaluation officials;
- Placement verification should take place twice per annum (April/May and September/October). This would eliminate “ghost projects” and capture short-term projects before they close down;
- ESP2s should be compelled to visit projects on a monthly basis. This will allow them to develop an understanding of project challenges, and will assist them in developing standards that could contribute towards achieving sustainability;
- ESP’s need to be equipped with time management skills to enable them to deal with their workload and admin work; and
- DoL needs to investigate the red flagged projects (*ghost projects*) in each province to discover reasons for their omission from the actual sample and to inform future sampling processes.

### **12.6. Recommendations for Infrastructure**

Essential services exist for the majority of projects. More than 75% of the projects have electricity and toilet facilities. Some projects also have computers, fax machines and telephones. Infrastructure varies across provinces and recommendations, therefore, must accommodate those projects that are situated in remote areas.

The following policy and structural recommendations are offered to create improved infrastructure towards project sustainability.

#### ***Policy Recommendations:***

- It is recommended that a provincial committee be formed to review all potential project sites in the province for a size match for the project, for viability and for access to possible target markets before any project is initiated and established;
- Policy should also determine that no project may be initiated if it is situated where it would not have easy access to its target markets; and
- Policy should determine that project business plans contain a provision clause for sustainability. Specific categorisations by designated length and duration (short term and long term) of projects should be clear and these categories should be assigned to projects for purposes of arriving at *all inclusive* placement and sustainability statistics.

#### ***Structural Recommendations:***

- Beneficiaries should receive training on fundraising and marketing strategies to improve market access (e.g. purchasing, leasing, partnering with organisation to acquire a bakkie, etc.); and
- Communication equipment at the project site should be provided (e.g.: phones, faxes).

### **12.7. Recommendations for Marketing**

Some 46% of projects have marketing strategies in place, but in most cases the poverty-stricken local community is the only target market and although there is a demand for

produce the means to buy do not exist. The communities take ownership of the projects and are enthusiastic about it, but that does not contribute towards sustainability.

The following policy and structural recommendations are offered to create improved marketing practices towards project sustainability.

### ***Policy Recommendations***

- Marketing strategy should be included as a vital part of the project business plan; and
- Project business plans should be more comprehensive and include a section on access to the relevant market.

### ***Structural Recommendations***

- Projects must be demand driven (e.g. training must be aligned to market needs/demands).

## **12.8. Recommendations for Sustainability**

For the sake of measuring sustainability, eight indicators were identified for the sustainability index. Of the eight indicators three were met by projects, these include:

- Placement ratio of 70%;
- Ownership by partners (75%); and
- Future employability.

The following policy and structural recommendations are offered to create improved project sustainability.

### ***Policy Recommendations:***

- Consultative Strategic Performance Plan and Evaluation Approach (e.g. ESP2's and DoL should set objectives with project manager team in collaboration with various departments and funders) should seriously be considered.

### ***Structural Recommendations:***

- Structures that facilitates inter-departmental collaboration to ensure communication vertically and horizontally between projects, the province and DoL and other departments, should be built into the system;
- The eight indicators that were developed for this study should be revisited to include infrastructure, marketing, finance management and administrative aspects and to eliminate equity indicator as the latter does not impact on sustainability across all projects;
- Said indicators should be increased from eight to 10 or more and the nodal projects participation should be omitted because it does not apply to all projects;
- Relationships identified in the research study should be investigated as to their impact on sustainability; and
- Best practices from case studies should be incorporated into all projects for enhanced sustainability.

### **12.9. Recommendations for Finances**

DoL identified projects with the primary aim of poverty alleviation in mind. The secondary aim, is to create a skilled workforce for South Africa. Financial skills are essential for the viability and sustainability of projects therefore this area of management needs more than casual attention by policy makers.

The regular wage issue presents a major hindrance in the development of projects. The study found that only 38% of beneficiaries are remunerated for work done on projects; and

The following policy and structural recommendations are offered to create improved finance measures and practices for project sustainability.

#### ***Policy Recommendations***

- Policy needs to regulate that a financial committee manages finances, so that this aspect of project management is not left to individual managers; and
- Practical policy guidelines for the development of a financial management system and financial policy need to be designed. This would enable projects to address specific needs but still align the system to the guidelines.

#### ***Structural Recommendations***

- The issues around beneficiaries receiving regular wages needs to be addressed as an incentive for beneficiaries to remain on the projects. Currently motivation is high due to other tangible and intangible rewards that enhance motivation, however, project sustainability is ultimately linked to some form of beneficiary remuneration.
- The financial status of the project should be communicated regularly to beneficiaries in order for them to know exactly what to expect from the project; and
- Profit, expenses, what was banked, re-investment in the project and other business related information should be divulged to beneficiaries in layman's language and not in sophisticated financial statements.

### **12.10. Recommendations for Beneficiary Involvement and Quality of Life**

Findings of this study indicate that beneficiaries on projects generally were committed and motivated to work hard. Beneficiaries also claim that 75% of them have improved the quality of life since they had joined the projects. On the negative side it was found that a few projects have more beneficiaries than it can support, however, it will be beneficial to projects if the positive influences could be retained.

The following structural recommendations are offered to achieve even greater beneficiary involvement and further enhanced quality of life.

#### ***Structural Recommendations***

- Numbers of beneficiaries should be strictly aligned to the project sustainability;
- Opportunities and means of achieving more involvement should be created to allow beneficiaries to become involved in all aspects pertaining to projects because it will improve production and subsequently the quality of life for beneficiaries;
- Create more role descriptions that will allow beneficiaries to be more involved in the decision-making processes;

- Build Human Resource structures for all projects and add some benefits to those who fulfil this role (e.g. fringe benefits);
- Address job security issues and concerns through improving project sustainability;
- Create a project work environment more enabling for beneficiaries to carry out their work activities and tasks; and
- Continue to build pride and reward projects for their achievements.

### **12.11. Recommendations for Community Involvement**

The communities in which projects are situated very often constitute the only market for project produce. It could be beneficial for the project if it could muster even more community support.

The following structural recommendations are offered to create improved community involvement for project sustainability

#### ***Structural Recommendations***

- Projects marketing campaigns should also target the surrounding community through promotions and launches;
- Product surpluses could be sold to the community at very low prices;
- Distribute newsletters or flyers to inform the community of what is going on at the project; and
- Keep an open door for community visitors to the project (e.g. tap into the tourist industry).

### **12.12. Recommendations for Information Technology (IT)**

When this research assignment commenced, the consultants understood that DoL was about to pilot and/or implement two information systems, namely, the Integrated Registration Information System (IRIS) and the National Skills Fund Distribution Information System (NSFDIS). With this in mind, the consultants were going to develop a methodology for placement verification that would tie into the data provided by these systems.

During provincial visits in March 2003, it became apparent that these information systems had not been implemented (for various reasons), and DoL personnel were still using the old Training of Unemployed Persons (TUP) system. In addition, the consultants observed that not all provinces were using the same data collection forms. Project data was being captured mainly by DoL staff at provincial headquarters, while claims by training providers were captured and processed in Pretoria. Most ESP2s had no access to the TUP system from their regional offices and had to rely on provincial staff to generate and fax reports to them. Therefore, the flow of information from the ground up and vice versa is not at all efficient.

One of the tools that has greatly assisted the COEGA Project in the Eastern Cape has been the extensive use of a sophisticated database to register job seekers and to monitor individuals who have been trained and placed.

The following structural and systems recommendations are offered to create improved placement verification processes and reliable statistics.

***Structural and Systems Recommendations***

- An integrated information system needs to be installed and implemented at all levels of DoL;
- With regard to the topics covered by this research report, this integrated system should cater to, among other things, the registration of job seekers, training providers, courses, projects, beneficiaries (trainees), aftercare, and monitoring. The system should be able to generate a variety of reports including equity statistics (for those registered, trained and placed), training summaries, monitoring reports and placement statistics; and
- Given the resource challenges faced by DoL, the time-based research methodology developed by the consultants should be sustained and replicated by LMIS&P on a regular basis. This type of research targets a manageable sample of projects and can provide DoL with reliable placement and monitoring data.

**Technical Support to the South African Department of Labour (DOL),  
Labour Centres (LCs) and Sector Education Training Authorities (SETAs)**

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## ***APPENDIX A: INSTRUMENTS***



*Funded under IQC Contract Number 674-I-00-00005-00, Task Order 009*

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Department of Labour





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**Technical Support to the South African Department of Labour (DOL),  
Labour Centres (LCs) and Sector Education Training Authorities (SETAs)**

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## ***Project Checklist***



*Funded under IQC Contract Number 674-I-00-00005-00*

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Department of Labour



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## Department of Labour Project Checklist

Record Number (Khulisa Use Only)

### Instructions for Questionnaire

1. Use a BLACK or BLUE ink pen. Do NOT use a pencil
2. Complete all information in block capital letters

For optimum accuracy, please print in capital letters and avoid contact with the edge of the box. The following will serve as an example:

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

3. Mark multiple choice fields as follows.

Shade Circles Like This--> ☒

Not Like This--> ☐ ☒

4. Please try and answer all the questions on this questionnaire.

## SECTION A: INTERVIEWEE DETAILS

1. Surname
2. First Name
3. Gender ☐ Male ☐ Female
4. ID Number
5. Race ☐ White ☐ Black ☐ Coloured ☐ Indian
- 5.1 Disabled : Yes ☐ No ☐ Nature of Disability:
6. Today's Date  -  - 2003  
DD MM
7. Interviewee Contact Details:  
 -   
Area Code Tel number
8. Position (s) ☐ Project Manager/Coordinator  
☐ Team Leader   
☐ Other
9. Official Title:
10. Province  
☐ Gauteng North ☐ KZN ☐ Limpopo ☐ Northern Cape ☐ North-West  
☐ Gauteng South ☐ Free State ☐ Mpumalanga ☐ Eastern Cape ☐ Western Cape
11. Number of project trainees: ☐ 1-10 ☐ 11-20 ☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ More than 50
12. Interviewer Name
13. Interviewer Contact Details:  
 -   
Area Code Tel number

## SECTION B: PROJECT CATEGORIES

**NB: \* Indicates Evidence Required**

### 1. Management and Administration

1.1 Project has sufficient start-up funds ☐ Yes ☐ No ☐ Don't know

1.2 Project has good managerial strategies in place:

1.2.1 For fundraising ☐ Yes ☐ No ☐ Don't know

1.2.2 For business plan development ☐ Yes ☐ No ☐ Don't know

1.3 Business plan is in place. If yes, please go to 1.3.1 and 1.3.2. If no, go to 1.4. ☐ Yes ☐ No ☐ Don't know

\* 1.3.1 Please provide evidence of a business plan

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\* 1.3.2 The key elements of the business plan are in place

Objectives ☐ Yes ☐ No ☐ Don't know

Marketing Plan ☐ Yes ☐ No ☐ Don't know

Scope of work (Phases/activities) ☐ Yes ☐ No ☐ Don't know

Timeline ☐ Yes ☐ No ☐ Don't know

Finance (Cash flow) ☐ Yes ☐ No ☐ Don't know

1.4 Initial project proposal has objectives for support in the following:

1.4.1 Human Resources ☐ Yes ☐ No ☐ Don't know

1.4.2 Financial Resources ☐ Yes ☐ No ☐ Don't know

1.4.3 Technical Resources ☐ Yes ☐ No ☐ Don't know

1.5 Specific persons fill the following roles of:

1.5.1 Project manager ☐ Yes ☐ No ☐ Don't know

1.5.2 Financial manager ☐ Yes ☐ No ☐ Don't know

1.5.3 Marketing manager ☐ Yes ☐ No ☐ Don't know

1.6 Project has an advisory management committee. If yes, please go to 1.6.1 and 1.6.2. If no, please go to 1.7. ☐ Yes ☐ No ☐ Don't know

1.6.1 Name those "positions" that sit on the committee (eg. finance manager, teamleader etc).

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1.6.2 Indicate the number of people that are on the committee

Male	<input type="text"/>	Management	<input type="text"/>
Female	<input type="text"/>	Disabled	<input type="text"/>
Total	<input type="text"/>		

(Please comment)

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1.7 Project receives external funding from a source other than DoL (e.g. Social Development, community, NGO business, donor, etc.). ☐ Yes ☐ No ☐ Don't know

If yes, please indicate below (Shade **All** that apply) and go to 1.7.1, 1.7.2, and 1.7.3. If no, please go to 1.8.

- ☐ Department of Social Development    ☐ Local Donor  
☐ Department of Housing    ☐ International Donor  
☐ Department of Transport    ☐ Business  
☐ Department of Education    ☐ NGO  
☐ Department of Health    ☐ Other Specify \_\_\_\_\_  
☐ Other Department \_\_\_\_\_

1.7.1 Please indicate the total funding amount received (including DoL) from all sources **R**

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\* 1.7.2 A contract exists with the external funding agent ☐ Yes ☐ No ☐ Don't know  
(Evidence required)

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1.8 Project has written procedures, rules or guidelines for management. ☐ Yes ☐ No ☐ Don't know  
If yes, please go to 1.8.1. If no, please go to 1.9.

\* 1.8.1 Please provide these guidelines

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1.9 Project has a constitution. If yes, please go to 1.9.1. If no, please go to 1.10. ☐ Yes ☐ No ☐ Don't know

\* 1.9.1 The constitution is signed and sanctioned by all participants of the project (Provide evidence) ☐ Yes ☐ No ☐ Don't know

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1.10 Communication is shared (e.g. transparent) with all participants. ☐ Yes ☐ No ☐ Don't know

1.11 Do you have a person responsible for managing the finances for your project? ☐ Yes ☐ No ☐ Don't know

1.11.1 If yes, who is this person? (Shade **only** one)

- ☐ Project Manager    ☐ Financial Manager  
☐ Bookkeeper/Accountant    ☐ External Consultant  
☐ Other \_\_\_\_\_

1.12 Management of the project is transparent ☐ Yes ☐ No ☐ Don't know

1.13 Project maintains discipline with all aspects of the project ☐ Yes ☐ No ☐ Don't know

1.14 Co-operation exists between management and participants ☐ Yes ☐ No ☐ Don't know



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1.15 Participants work as a team ☐ Yes ☐ No ☐ Don't know

1.16 Systems, rules and procedures are ordered and aligned (e.g.: filling out of a leave application form) ☐ Yes ☐ No ☐ Don't know

## 2. Sustainability

2.1 The project is successful in terms of the following. Please shade appropriate circles.

- |  |   |
|--|---|
| <input type="radio"/> Meeting placement ratio (70%)    | <input type="radio"/> Increased earnings by participants      |
| <input type="radio"/> Inter-departmental collaboration | <input type="radio"/> Future employability                    |
| <input type="radio"/> Ownership by participants        | <input type="radio"/> Sustainable livelihood for participants |
| <input type="radio"/> Participation in nodal projects  | <input type="radio"/> Equity targets met                      |

If one or more of above boxes is shaded, please go to 2.1.1. If no boxes shaded, please go to 2.2.

2.1.1 Please provide your own definition of project sustainability

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2.2 When DoL intervention stops, do you think the project will be able to continue? ☐ Yes ☐ No ☐ Don't know  
If yes, please go to 2.2.1, 2.2.2, 2.2.3 and 2.2.4. If no, please go to 2.3.

\* 2.2.1 Is there a sustainability plan or similar document? (Provide evidence)

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2.2.2 This document/plan has long term objectives (e.g. 3 years). ☐ Yes ☐ No ☐ Don't know

2.2.3 Plan has clear outcomes. ☐ Yes ☐ No ☐ Don't know

2.2.4 Outcomes are communicated. ☐ Yes ☐ No ☐ Don't know

2.3 Accounting books exist. If yes, please go to 2.3.1 and 2.3.2 If no, go to 2.4. ☐ Yes ☐ No ☐ Don't know

\* 2.3.1 Accounting books are kept up to date. (Provide evidence) ☐ Yes ☐ No ☐ Don't know

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\* 2.3.2 Profit and Loss statements show a surplus against expenditure. (Provide evidence). ☐ Yes ☐ No ☐ Don't know

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2.4 There is a demand for the projects services or products. If yes, please go to 2.4.1. If no, please go to 2.5. ☐ Yes ☐ No ☐ Don't know

2.4.1 Project has a stable and growing market. ☐ Yes ☐ No ☐ Don't know



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2.4.2 Project sells goods and services outside of the community.

☐ Yes ☐ No ☐ Don't know

Receipts seen?

☐ Yes ☐ No

2.5 Project has basic infrastructure in place.

☐ Yes ☐ No ☐ Don't know

### 3. Finance

- \* 3.1 Project has a bank account at a bank or the Post Office.  
(Provide evidence).

☐ Yes ☐ No ☐ Don't know

- \* 3.2 Project has a separate reserve account (money kept back for emergencies). If yes, go to 3.2.2. If no, please go to 3.3.  
(Provide evidence).

☐ Yes ☐ No ☐ Don't know

- \* 3.2.2 Please show evidence of reserve account (e.g. account statement).

3.3 Project is able to meet its operating costs without donations

☐ Yes ☐ No ☐ Don't know

3.4 Income-generating opportunities exist

☐ Yes ☐ No ☐ Don't know

- \* 3.5 Wage registers are up to date. (Provide evidence)

☐ Yes ☐ No ☐ Don't know

3.6 Project has a financial system in place that contains the following: (Provide evidence for each)

- \* 3.6.1 Budget

☐ Yes ☐ No ☐ Don't know

- \* 3.6.2 Daily cash book

☐ Yes ☐ No ☐ Don't know



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**\* 3.6.3 Petty cash**☐ Yes ☐ No ☐ Don't know

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**\* 3.6.4 Bank reconciliation**☐ Yes ☐ No ☐ Don't know

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**\* 3.6.5 Asset register**☐ Yes ☐ No ☐ Don't know

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**\* 3.6.6 Annual external audit**☐ Yes ☐ No ☐ Don't know

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**\* 3.6.7 Up to date records**☐ Yes ☐ No ☐ Don't know

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**\* 3.6.8 Performance to budget**☐ Yes ☐ No ☐ Don't know

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**\* 3.6.9 Percentage of profit re-invested in project**☐ Yes ☐ No ☐ Don't know

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**\* 3.7 Is the project tax exempted (e.g. registered as a non profit organisation) (Provide evidence)**☐ Yes ☐ No ☐ Don't know

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## 4. Infrastructure

4.1 Sufficient human resources are available

☐ Yes ☐ No ☐ Don't know

4.2 Sufficient technical resources are available

☐ Yes ☐ No ☐ Don't know

4.3 Strong commitment exists on part of the participants

☐ Yes ☐ No ☐ Don't know

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4.4 Essential services exist at the project site.

- |                       |   |
|-----------------------|---|
| 4.4.1 Electricity     | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know |
| 4.4.2 Telephone       | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know |
| 4.4.3 Fax machine     | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know |
| 4.4.4 Running water   | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know |
| 4.4.5 Toilet facility | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know |

- \* 4.5 Project has money for materials. (Provide evidence) ☐ Yes ☐ No ☐ Don't know

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- \* 4.6 Project has money for infrastructure. (Provide evidence) ☐ Yes ☐ No ☐ Don't know

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- 4.7 An inventory of equipment exists that is kept up to date. ☐ Yes ☐ No ☐ Don't know

- 4.8 Equipment is being used regularly. ☐ Yes ☐ No ☐ Don't know

- 4.8.1 The equipment is regularly maintained? If yes, please go to 4.8.2. If no, please go to 4.9 ☐ Yes ☐ No ☐ Don't know

- \* 4.8.2 Samples of maintained equipment are identified (e.g. receipts from the service provider) ☐ Yes ☐ No ☐ Don't know

- 4.8.3 Project regularly updates/replaces equipment ☐ Yes ☐ No ☐ Don't know

- 4.9 Project has the necessary raw materials (e.g. flour, wood, cement etc) available ☐ Yes ☐ No ☐ Don't know

- 4.10 Road leading to the project is of a good standard, (e.g. a four-wheel drive vehicle is not needed) ☐ Yes ☐ No ☐ Don't know

- 4.11 Project is close to the people, products and services it serves. If yes, please go to 4.11.1, 4.11.2 and 4.11.3. If no, go to 4.12. ☐ Yes ☐ No ☐ Don't know

- 4.11.1 Project is close to its employees ☐ Yes ☐ No ☐ Don't know

- 4.11.2 Project is close to the suppliers ☐ Yes ☐ No ☐ Don't know

- 4.11.3 Project is close to market ☐ Yes ☐ No ☐ Don't know

- 4.12 Project site is too small for the core business ☐ Yes ☐ No ☐ Don't know

- 4.13 Project has the ability to expand from a small-scale project to a formal company. ☐ Yes ☐ No ☐ Don't know

(Please comment)

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## 5. Training

5.1 Is the training provider accredited?

☐ Yes ☐ No ☐ Don't know

5.1.1 If yes, by which SETA? \_\_\_\_\_

5.1.2 Are the training courses offered per the DoL "Menu" accredited with SAQA requirements?

☐ Yes ☐ No ☐ Don't know

\* 5.2 Goals and objectives of the training course are clear. (Provide evidence)

☐ Yes ☐ No ☐ Don't know

5.3 Training included a sufficient balance between practical and business skills.

☐ Yes ☐ No ☐ Don't know

\* 5.4 Skills audit has been conducted on participants (Provide evidence).

☐ Yes ☐ No ☐ Don't know

\* 5.5 Training report is available. (Provide evidence)

☐ Yes ☐ No ☐ Don't know

5.5.1 Training is linked to skills needs as per skills audit.

☐ Yes ☐ No ☐ Don't know

5.6 Following the training, skills are enhanced. If yes, please go to 5.6.1. If no, go to 5.7.

☐ Yes ☐ No ☐ Don't know

\* 5.6.1 Follow-up skills assessments are conducted (Provide evidence)

☐ Yes ☐ No ☐ Don't know

5.7 Training is aligned to the labour market needs of the area

☐ Yes ☐ No ☐ Don't know

5.7.1 Training is aligned to Provincial Implementation Programme and Provincial Services Plan

☐ Yes ☐ No ☐ Don't know

5.7.2 Documentation is in accordance with the Provincial Services Plan

☐ Yes ☐ No ☐ Don't know

5.8 Entrepreneurship is one of the courses offered to participants

☐ Yes ☐ No ☐ Don't know

5.9 Training equips participants to adequately produce product and/or deliver service

☐ Yes ☐ No ☐ Don't know

5.10 Training has contributed to producing a higher quality product or service

☐ Yes ☐ No ☐ Don't know

5.11 Project identifies further training needs

☐ Yes ☐ No ☐ Don't know

5.12 Continuous training and development is offered to employees

☐ Yes ☐ No ☐ Don't know

5.13 Mentorship programmes are available

☐ Yes ☐ No ☐ Don't know

5.14 Project fosters an enabling environment for beneficiaries to practice their skills

☐ Yes ☐ No ☐ Don't know

5.15 There is a recruitment and selection process in place

☐ Yes ☐ No ☐ Don't know

5.16 During the process of training, the ESP/Area Manager (DoL) assess the readiness of the participants

☐ Yes ☐ No ☐ Don't know



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5.17 During the process of training, the training service provider monitors the daily attendance register of project participants ☐ Yes ☐ No ☐ Don't know

5.18 The training process is monitored by the ESP (DoL) ☐ Yes ☐ No ☐ Don't know

5.19 There is a person other than the ESP (DoL) responsible for monitoring of the training ☐ Yes ☐ No ☐ Don't know

## 6. Post Training Aftercare

6.1 Continuous monitoring and evaluation of project outcomes occurs. If yes, please go to 6.1.1. If no, please go to 6.2 ☐ Yes ☐ No ☐ Don't know

6.1.1 There is a person responsible for monitoring following the training ☐ Yes ☐ No ☐ Don't know

6.2 Project maintains a good "spirit" (Ubuntu) among its members? ☐ Yes ☐ No ☐ Don't know

6.3 Following training, an aftercare system is in place for participants. If no, go to 6.4.  
If yes, please go to 6.3.1 to 6.3.5 and provide the source and description of aftercare provided: ☐ Yes ☐ No ☐ Don't know

6.3.1 ESP from DoL (Comment required) ☐ Yes ☐ No ☐ Don't know

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6.3.2 Other than ESP from DoL (Comment required) ☐ Yes ☐ No ☐ Don't know

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6.3.3 Training Provider (Comment required) ☐ Yes ☐ No ☐ Don't know

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6.3.4 Funding Provider (Comment required) ☐ Yes ☐ No ☐ Don't know

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6.3.5 Other ☐ Yes ☐ No ☐ Don't know

---

---

6.4 Project has Provincial Implementation Programme (PIP) measures in place to ensure placement of participants. ☐ Yes ☐ No ☐ Don't know

6.5 Follow-up contact by ESP's (DoL) are held at least once a quarter with programme participants. ☐ Yes ☐ No ☐ Don't know

6.6 Follow-up visits by training service providers are held at least once a quarter with programme participants. ☐ Yes ☐ No ☐ Don't know

6.7 Training providers leave the necessary start packs and equipment with the trainees after training is completed. ☐ Yes ☐ No ☐ Don't know



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- \* 6.8 Training providers monitor the project for an adequate period of time after training is completed (e.g. 3 months). (Provide evidence) ☐ Yes ☐ No ☐ Don't know

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## 7. Beneficiaries

- 7.1 Project has the general support of the community ☐ Yes ☐ No ☐ Don't know

- \* 7.2 All beneficiaries are paid by the project after training. (Provide evidence) ☐ Yes ☐ No ☐ Don't know

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- 7.3 Project management committee communicates with its beneficiaries. (Please comment) ☐ Yes ☐ No ☐ Don't know

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- 7.4 Beneficiaries are involved from the planning strategy stage ☐ Yes ☐ No ☐ Don't know

- 7.5 Beneficiaries know their roles with regard to the project ☐ Yes ☐ No ☐ Don't know

- 7.6 Beneficiaries are involved in decision-making activities ☐ Yes ☐ No ☐ Don't know

- 7.7 Beneficiaries are informed about the progress of the project ☐ Yes ☐ No ☐ Don't know

- 7.8 Attendance of beneficiaries is satisfactory. ☐ Yes ☐ No ☐ Don't know

- 7.9 Opportunities exist for all participants to share and discuss ideas regarding the project ☐ Yes ☐ No ☐ Don't know

- 7.10 Human resource support structures exist for beneficiaries? If yes, please go to 7.10.1 to 7.10.6. If no, please go to 8. ☐ Yes ☐ No ☐ Don't know

Indicate which of the following are offered:

- 7.10.1 Leave ☐ Yes ☐ No ☐ Don't know
- 7.10.2 UIF ☐ Yes ☐ No ☐ Don't know
- 7.10.3 Sick Fund ☐ Yes ☐ No ☐ Don't know
- 7.10.4 Medical Aid ☐ Yes ☐ No ☐ Don't know
- 7.10.5 Pension ☐ Yes ☐ No ☐ Don't know
- 7.10.6 Other ☐ Yes ☐ No ☐ Don't know

## 8. Marketing

- 8.1 The project is demand driven ☐ Yes ☐ No ☐ Don't know

- 8.2 A feasibility study was conducted ☐ Yes ☐ No ☐ Don't know

- 8.3 A marketing strategy exists. If yes, go to 8.3.1, 8.3.2 and 8.3.3. If no, please go to 8.4 ☐ Yes ☐ No ☐ Don't know

- 8.3.1 Relevant stakeholders are involved in the design of the marketing strategy ☐ Yes ☐ No ☐ Don't know

- 8.3.2 Marketing strategy outlines how the target market will be reached ☐ Yes ☐ No ☐ Don't know

☐ Yes ☐ No ☐ Don't know

☐ Yes ☐ No ☐ Don't know

☐ Yes ☐ No ☐ Don't know

☐ Yes ☐ No ☐ Don't know

☐ Yes ☐ No ☐ Don't know

☐ Yes ☐ No ☐ Don't know

☐ Yes ☐ No ☐ Don't know

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## 1. Verification Statistics

[illegible][illegible][illegible]

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Full Time 

--	--	--	--

 Flexi Time 

--	--	--	--

Full Time 

--	--	--	--

 Flexi Time 

--	--	--	--

Total number of people entered in Register (eq. 01, 02, etc)				
--	--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--



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**For Khulisa use only****1.8. Number of people placed (Cross Check with Database)**

1.8.1. Female (eg. 01, 02, etc)

--	--	--	--

1.8.2. Male (eg. 01, 02, etc)

--	--	--	--

1.8.3. Disabled (eg. 01, 02, etc)

--	--	--	--

**Thank You for Your Participation.**



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**Technical Support to the South African Department of Labour (DOL),  
Labour Centres (LCs) and Sector Education Training Authorities (SETAs)**

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## ***Beneficiary Questionnaire***



*Funded under IQC Contract Number 674-I-00-00005-00*

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Department of Labour



## **Beneficiary Questionnaire**

--	--

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

4. Please try and answer all the questions on this questionnaire.

[illegible]



1. Telephone number of Project Manager / Employer

Diagram illustrating the subtraction of an area code from a telephone number:

Area Code (6 digits) - Tel number (10 digits)

2. Today's Date 

--	--

 - 

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 - 

2	0	0	3
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DD MM YYYY

[illegible]

4. Who provided your training?

○ Service Provider: (Please insert name of the service provider)

[illegible]

4.1 Was the training provider accredited? ☐ Yes ☐ No ☐ Don't know

5. Please indicate the duration of training relevant to this project (No. of days) :

☐ Less than 1 week   ☐ 1 to 3 weeks   ☐ 1 Month   ☐ 2 Months  
☐ 3 Months   ☐ 4 Months   ☐ 5 Months   ☐ 6 Months   ☐ More than 6 months

6. What kind of training did you receive? (e.g.: What was the title of the training course?)

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Khulisa Use Only


## 7. Year and Month of Training

### 7.1 Training Date Beginning

$$\begin{array}{|c|c|} \hline & \\ \hline \end{array} - \begin{array}{|c|c|} \hline & \\ \hline \end{array} - \begin{array}{|c|c|c|c|} \hline & & & \\ \hline \end{array}$$

DD                      MM                      YYYY

## 7.2 Training Date Ending

$$\begin{array}{|c|c|} \hline & \\ \hline \end{array} - \begin{array}{|c|c|} \hline & \\ \hline \end{array} - \begin{array}{|c|c|c|c|} \hline & & & \\ \hline \end{array}$$

DD                      MM                      YYYY

8. Did you receive a certificate? ☐ Yes ☐ No

1. Are you disabled? ☐ Yes ☐ No

If yes, Nature of disability \_\_\_\_\_

## 2. Province

○ Gauteng North   ○ KZN   ○ Limpopo   ○ Northern Cape   ○ North-West  
○ Gauteng South   ○ Free State   ○ Mpumalanga   ○ Eastern Cape   ○ Western Cape





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## **SECTION B: PARTICIPANT SATISFACTION**

**Please indicate the degree to which you agree or disagree with the following statements by shading the circle next to the answer you judge most correct.**

### **B1: ORGANISATION**

1. The training site was accessible to where I stay.  
☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree
2. The training site was sufficient to comfortably accommodate all participants.  
☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree
3. Everything at the training site was well organised.  
☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree
4. I received the training materials at the beginning of the training.  
☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree

### **B2: COMMUNICATION**

1. I was told of the start and finish dates of training.  
☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree
2. I was adequately informed of the start and end times of the training.  
☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree
3. I was adequately informed of the details of the training.  
☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree

### **B3: MATERIALS**

1. Training materials and training notes were user-friendly.  
☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree
2. The training materials and training notes were relevant to the project work.  
☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree
3. I received adequate (sufficient) training notes.  
☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree
4. Training materials promoted interaction amongst participants.  
☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree
5. Learning was an active activity.  
☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree

### **B4: COURSE CONTENT**

1. The training applies to your situation at work.  
☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree
2. The training included a balance of theory (knowledge - class time) and practical.  
☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree
3. The training techniques were practical and activity-based (e.g. hands-on).  
☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree



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**B5: FACILITATORS**

1. The facilitator stated learning outcomes at the start of the training (what you will be able to do).  
☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree
2. The facilitator determined what participants know at the start of the daily training session (asked learners each morning what they had learnt in the previous session).  
☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree
3. The facilitator encouraged participants to ask questions during the training.  
☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree
4. The facilitator was able to answer questions posed by the trainees.  
☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree
5. The facilitator sufficiently addressed areas of challenge for trainees.  
☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree
6. The facilitator provided sufficient examples and demonstrations of "how to".  
☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree
7. The facilitator appeared knowledgeable about the topics/issues for which they were responsible.  
☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree
8. The facilitator provided opportunities for participants to express their concerns regarding topics covered.  
☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree
9. The facilitator communicated clearly.  
☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree
10. Learner outcomes identified at the outset were achieved by end of training (able to make product after training is completed).  
☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree

**SECTION C1: PERCEPTIONS AND EXPECTATIONS**

1. I was excited about attending this training.  
☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree
2. I use what I learnt from this training and apply it now in my daily work.  
☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree
3. As a result of the training, I am now able to work more effectively.  
☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree
4. The training I received has improved my confidence/ability to do my job.  
☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree
5. As a result of training, I understand how to do my job.  
☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree
6. The training I received has helped me to perform better at my job.  
☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree
7. I am aware of further training opportunities offered by DoL.  
☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree
8. I am aware of further training opportunities offered by other service providers.  
☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree



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9. I use the training as a networking opportunity - to get to know others involved in the industry.

☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree

10. Please list any unmet expectations of the training that need to be addressed.

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### **SECTION D1: PLACEMENT**

1. Do you receive any kind of wages as a result of the work that you do for the project?

☐ Yes ☐ No

2. If yes, shade the applicable circle.

☐ 2.1 Daily ☐ 2.2 Weekly ☐ 2.3 Fortnightly (every two weeks)

☐ 2.4 Monthly ☐ 2.5 Other \_\_\_\_\_

3. Please indicate how much you receive (as indicated above).

☐ 3.1 - R0 - R100 ☐ 3.2 - R101 - R250 ☐ 3.3 - R251 - R500

☐ 3.4 - R501 - R1000 ☐ 3.5 - Other R 

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4. I receive other benefits.

☐ Yes ☐ No

5. If yes, please shade as many forms of benefits as appropriate to you:

☐ 5.1 Medical Aid ☐ 5.3 Pension ☐ 5.4 Sick Fund

☐ 5.2 Unemployment Insurance (UIF) ☐ 5.5 Other \_\_\_\_\_

6. The wages that I receive are related to how often and how much I produce for the project.

☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree

7. If strongly agree or agree, how is this amount calculated?

☐ Per Hour ☐ Per Day ☐ Per Product produced

Please also explain?

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8. Do you pay taxes?

☐ Yes ☐ No ☐ Don't know



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9. How many people does this project currently employ?  (e.g: 01 etc)

10. Of the people who started the training with you, how many are still with you on this project?

(e.g : 01 etc)

11. Do you know what happened to the others?

- ☐ 11.1 Found another job
- ☐ 11.2 Family member died or got sick
- ☐ 11.3 Left for further training
- ☐ 11.4 Fell pregnant
- ☐ 11.5 Got married
- ☐ 11.7 Dismissed
- ☐ 11.6 Got sick
- ☐ 11.8 Insufficient training
- ☐ 11.9 Other \_\_\_\_\_

12. What are your start and finish times for work?

12.1.1 - Start Time:  HH -  MM 12.1.2 - Finish Time:  HH -  MM

12.2 On average, how many days per week do you go to work?

- ☐ 12.2.1 - 1 Day
- ☐ 12.2.2 - 2 Days
- ☐ 12.2.3 - 3 Days
- ☐ 12.2.4 - 4 Days
- ☐ 12.2.5 - 5 Days
- ☐ 12.2.6 - 6 Days

13. Is placement guaranteed after training? ☐ Yes ☐ No

13.1 If yes, by whom ☐ 13.1.1 - Funder

☐ 13.1.2 - Training provider

☐ 13.1.3 - Project manager

☐ 13.1.4 - Other \_\_\_\_\_

13.2 How long have you been in placement on this project? Please shade the appropriate circle.

- ☐ 13.2.1 - 1 Month
- ☐ 13.2.2 - 2 Months
- ☐ 13.2.3 - 3 Months
- ☐ 13.2.4 - 4-6 Months
- ☐ 13.2.5 - 7-9 Months
- ☐ 13.2.6 - 10-11 Months
- ☐ 13.2.7 - 1 full year
- ☐ 13.2.8 - More than a year
- ☐ 13.2.9 - Other \_\_\_\_\_

14. Do you intend to remain on the project? ☐ Yes ☐ No

If yes, please go to 16. If no, please go to 15.

15. If no, please indicate why not? (shade applicable circle)

- ☐ 15.1 - Found another job
- ☐ 15.2 - Need more money
- ☐ 15.3 - Other \_\_\_\_\_



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16. Do you agree that you are now employable (or marketable) as a result of the training that you received?

☐ Strongly Agree ☐ Agree ☐ Don't know ☐ Disagree ☐ Strongly Disagree

17. Does the DoL staff member / official visit you on a regular basis? ☐ Yes ☐ No ☐ Don't know  
If yes, go to 17.1 and 17.2. If no, go to 18.

17.1 Please indicate the following (Frequency).

Days per month

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Months per year

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17.2 What does the DoL staff member / official do when they visit?

- ☐ 17.2.1 - Check on your progress ☐ 17.2.2 - Check that all is in order  
☐ 17.2.3 - Verify attendance ☐ 17.2.4 - Sort out any problems  
☐ 17.2.5 - Other \_\_\_\_\_

18. Has an ESP (DoL official) visited you during your training? ☐ Yes ☐ No ☐ Don't know

19. Has an ESP (DoL official) visited you after placement? ☐ Yes ☐ No ☐ Don't know

20. Do training service providers offer after care and follow-up after the training is completed?  
If yes, go to 21. If no, go to 22.

☐ Yes ☐ No ☐ Don't know

21. If yes, what is the nature of the after care?

- ☐ 21.1 - Further training ☐ 21.2 - Check all is ok (e.g. do a checklist)  
☐ 21.3 - Follow-up on earlier training ☐ 21.4 - Provide technical assistance  
☐ 21.5 - Mentoring ☐ 21.6 - Other \_\_\_\_\_

22. Have you been involved in more than one training programme (e.g. multi-skilling) while placed on this project? If yes, go to 22.1. If no, go to 23.

☐ Yes ☐ No ☐ Don't know

22.1 Please explain

\_\_\_\_\_

23. Are there further training and development opportunities for you on the project?  
If yes, go to 24. If no, go to 25.

☐ Yes ☐ No ☐ Don't know

24. Describe the training opportunities that exist.


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25. Please explain your further training needs?

Khulisa Use Only

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26. If you receive after care, please indicate the number of visits you received from the following:

After Care ProviderNumber of Visits
☐ DoL

☐ Training Provider

☐ Other Governmental Departments

☐ Local Donor

☐ International Donor

☐ Business

☐ NGO

☐ Other \_\_\_\_\_


27. Please describe the after care provided

Khulisa Use Only

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28. The project related decision-making process, is a team effort.

☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree

29. The management is transparent with regards to the daily running of the project.

☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree

30. Are you involved in future planning?   ☐ Yes   ☐ No   ☐ Don't know

31. Discipline is maintained in the project.

☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree

32. You are motivated to go to work.

☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree



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## **SECTION D2: QUALITY OF LIFE**

1. Your standard of living has improved after training.

☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree

2. You and/or your family are better off financially because of the training and job placement.

☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree

3. Your job is satisfying.

☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree

4. You see yourself as a contributing member of society as a result of the work that you are doing on this project.

☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree

5. You have a sense of job security.

☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree

6. You see a future career path in your present job.

☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree

7. Everyone on the project is working towards the same goals.

☐ Strongly Agree   ☐ Agree   ☐ Don't know   ☐ Disagree   ☐ Strongly Disagree

8. What, besides money, motivates you to go to work? Please explain.

Khulisa Use Only


**Thank You For Your Participation**



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**Technical Support to the South African Department of Labour (DOL),  
Labour Centres (LCs) and Sector Education Training Authorities (SETAs)**

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# ***ESP II Telephonic Interview Questionnaire***



*Funded under IQC Contract Number 674-I-00-00005-00*

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Department of Labour



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## ESP II Telephonic Interview Questionnaire

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A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

4. Please try and answer all the questions on this questionnaire.

[illegible][illegible][illegible]

If yes, Nature of disability

[illegible]

☐ Gauteng North   
 ☐ KZN   
 ☐ Limpopo   
 ☐ Northern Cape   
 ☐ North-West  
☐ Gauteng South   
 ☐ Free State   
 ☐ Mpumalanga   
 ☐ Eastern Cape   
 ☐ Western Cape

[illegible][illegible]

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MM

$$- \begin{array}{|c|c|c|c|} \hline 2 & 0 & 0 & 3 \\ \hline \end{array}$$

Y Y Y Y



## **A1: ESP's UNDERSTANDING OF NSF PROJECTS**

1. In your view, what are the objectives of the NSF/NSDS funded projects?

Khulisa Use Only


2. How do you expect beneficiaries to benefit from the projects?

Khulisa Use Only


3. What would you say are the main challenges of the projects?

Khulisa Use Only


4. How could these projects be improved?

Khulisa Use Only


## **A2: ESP II ORIENTATION AND DEVELOPMENT**

### **PROMPT: SECTION SENSITIVE (QUESTION ONE OPTIONAL)**

1. Do you have any formal training (Certificate, Diploma, Degree) relevant to your job?

☐ Yes ☐ No

If Yes, Please give details

Khulisa Use Only


2. Do you feel that the job orientation, if any, given to you by the DoL was sufficient for you to do your job as required? ☐ Yes ☐ No

Please explain

Khulisa Use Only




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3. What additional training do you need to perform your job? Please expand?

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Khulisa Use Only


4 As it stands today, do you feel qualified to do the job required of you?

☐ Yes ☐ No

Please explain

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Khulisa Use Only


5. Are you holding more than one post/position? (e.g. Acting Manager, Assistant Manager etc)

☐ Yes ☐ No

Please expand only if yes

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Khulisa Use Only


6. Did you receive any training to help you perform in your current job?

☐ Yes ☐ No

Please Explain

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Khulisa Use Only


### **A3: PROJECT SITE VISIT PLANNING**

1. Are you part of a project assessment team/committee?

☐ Yes ☐ No

If yes, who sits on this team/committee?

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Khulisa Use Only




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2. Do you have a project assessment plan implemented?

☐ Yes ☐ No

Please Expand

Khulisa Use Only


3. Do ESP's involved in project site visits plan future strategies together in your province?

☐ Yes ☐ No

3.1. If yes, what is the objective of such planning?

Khulisa Use Only


4. Are you able to incorporate information gained during macro planning (planning involving the whole department) in planning for your project site visits?

☐ Yes ☐ No

4.1. If yes, please provide a practical example of how you have used this information to inform planning in your area?

Khulisa Use Only


4.2. If no, please explain why you are unable to use this information?

Khulisa Use Only


## **B1: SUPPORT FROM PROVINCIAL / REGIONAL OFFICIALS**

1. Have you been visited THIS YEAR by your provincial/regional official for the purposes of supporting you in project site visits?

☐ Yes ☐ No

1.1. If yes, was feedback provided to you after the visit?

☐ Yes ☐ No



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1.2. If yes, how useful was the feedback received in assisting you to assess your own progress in terms of:

1.2.1. Understanding the project?

Khulisa Use Only


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1.2.2. Your Skill Development?

Khulisa Use Only


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1.2.3. Your Employment Relationship?

Khulisa Use Only


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1.3. Please identify in which areas you would require further support? (Shade as many as apply)  
**(NB - DO NOT PROMPT)**

☐ 1.3.1. Physical Resources

☐ 1.3.2. Human Resources

☐ 1.3.3. Head Office

☐ 1.3.4. Other ESPs

☐ 1.3.5. Funders

☐ 1.3.6. Beneficiaries

☐ 1.3.7. Service Providers

☐ 1.3.8. Other. Please specify: \_\_\_\_\_

1.4 Do you have access to the following resources? (Shade as many as applicable)

☐ 1.4.1 - Car

☐ 1.4.2 - Cell-phone

☐ 1.4.3 - Computer

☐ 1.4.4 - Administrative support

☐ 1.4.5 - Other \_\_\_\_\_

1.5 Do you have a good relationship with your Area Manager?

☐ Yes ☐ No

Please expand

Khulisa Use Only


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1.6 Are officials from your provincial department readily available for people in the projects when there are any problems?

☐ Yes ☐ No



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Please explain

Khulisa Use Only


1.7 Do you have interactions with other governmental departments in relation to this project?

☐ Yes   ☐ No

Please expand

Khulisa Use Only


## **B2: INTERACTION WITH PROJECT PARTICIPANTS**

1. In general do project participants co-operate with you?

☐ Yes   ☐ No

Please explain fully

Khulisa Use Only


2. Describe your relationship with project participants:

☐ Excellent   ☐ Very Good   ☐ Good   ☐ Poor   ☐ Very Poor

3. Do project participants contact you on a regular basis for support?

☐ Yes   ☐ No

Please explain

Khulisa Use Only




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3.1. What in your opinion defines a good project? Please explain?

Khulisa Use Only


3.2. Of all the projects monitored, please describe the most successful project detailing the main elements that you consider contribute to its success?

Khulisa Use Only


3.3. Of all the projects monitored, please describe the most unsuccessful project detailing the main elements that you consider contribute to it being unsuccessful?

Khulisa Use Only


4. Is placement guaranteed after training?

☐ Yes ☐ No

If yes, by whom

☐ 4.4.1 Funder ☐ 4.4.3 Project manager

☐ 4.4.2 Training provider ☐ 4.4.4 Other \_\_\_\_\_

## **C1: Verification of Placement Statistics**

1. With reference to the NSDS and ESDS definition, what is your definition of "placement"?

Khulisa Use Only


2. With regard to project statistics, how do you verify placement numbers? Please shade appropriate circle(s). (NB - DO NOT PROMPT)

☐ 2.1. Head Count

☐ 2.2. Attendance Register

☐ 2.3. Service Provider Notes

☐ 2.4. Follow-up Form

☐ 2.5. Other \_\_\_\_\_



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3. In general, is an attendance register kept at your projects?

☐ Yes ☐ No

4. In general, is it kept up to date?

☐ Yes ☐ No

5. If no attendance register is kept on a project, how do you verify attendance?

Khulisa Use Only


6. If nothing is in place with regards to the above, do you use a head count on the day you visit to verify numbers?

☐ Yes ☐ No

7. Please explain other ways that you verify placement?

Khulisa Use Only


8. What do you do with the placement verification information?

Khulisa Use Only


### **D1: MONITORING / AFTERCARE / FOLLOW-UP - POST TRAINING**

1. Do you have monitoring systems for your projects in place?

☐ Yes ☐ No

Please expand

Khulisa Use Only


2. Please describe your current aftercare schedule?

Khulisa Use Only






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3. How often are you able to visit all (your) projects on a regular basis?

- ☐ 3.1 - Once a month      ☐ 3.4 - Half yearly  
☐ 3.2 - Twice a month      ☐ 3.5 - Once a year  
☐ 3.3 - Once a quarter

4. If not, what are the obstacles?

Khulisa Use Only


5. Do you monitor the development, application of the knowledge/skills gained through the training?

- ☐ Yes    ☐ No

Please Expand

Khulisa Use Only


6. During your monitoring process what things do you check?

- ☐ 6.1 - Attendance registers    ☐ 6.3 - Compliance with course outcomes  
☐ 6.2 - Files of trainees      ☐ 6.4 - Other \_\_\_\_\_

7. If so, how do you conduct this review? What forms or processes do you use?

Khulisa Use Only


8. Do you network with trainees after the training is completed as part of your follow-up programme?

- ☐ Yes    ☐ No

Please Expand

Khulisa Use Only


9. How often do you complete a placement statistic document?

- ☐ 9.1 - Once training is completed      ☐ 9.4 - After three months  
☐ 9.2 - Monthly      ☐ 9.5 - After six months  
☐ 9.3 - After two months      ☐ 9.6 - Yearly



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10. What information does it contain?

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Khulisa Use Only


11. Which DoL forms do you use? Please specify

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Khulisa Use Only


12. Do you have your own database of trainees that is updated on a regular basis?

☐ Yes ☐ No

13. Does this database correspond with the trainees that are involved in your aftercare service?

☐ Yes ☐ No

14. Please describe the database that you use?

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Khulisa Use Only


15. What do you keep your database in?

☐ 15.1 - Microsoft Word ☐ 15.3 - Microsoft Access

☐ 15.2 - Microsoft Excel ☐ 15.4 - Word Perfect ☐ 15.5 - Other \_\_\_\_\_

16. What mechanisms do you have in place, if any that allow you to identify areas of further development of trainees?

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Khulisa Use Only


17. What feedback are the beneficiaries giving you regarding quality of training, that, in their opinion, makes for a successful project?

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Khulisa Use Only




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18. Do you know what happens to the aftercare statistics that you give to the DoL?

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Khulisa Use Only


19. What feedback do you receive from the DoL with regard to the forms and document's that you submit to them?

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Khulisa Use Only


20. What should the training provider leave the trainees post training?

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Khulisa Use Only


21. Should Training Providers offer after-care once the training is completed?

☐ Yes ☐ No

Please Explain

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Khulisa Use Only


## **D2: BENEFICIARY FEEDBACK QUESTIONS**

1. How do you get feedback from beneficiaries? Please explain?

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Khulisa Use Only


2. Do you think that the skills of project participants have improved?

☐ Yes ☐ No

Please Explain

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Khulisa Use Only




57286

**D3: CONCLUDING REMARKS**

1. How would you make your job easier and more effective and hence improve the service delivery?

Khulisa Use Only


2. Any additional comments?

Khulisa Use Only


**Thank You For Your Participation**

**Technical Support to the South African Department of Labour (DOL),  
Labour Centres (LCs) and Sector Education Training Authorities (SETAs)**

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## ***APPENDIX B: PROTOCOLS***



*Funded under IQC Contract Number 674-I-00-00005-00, Task Order 009*

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**Department of Labour**

**Technical Support to the South African Department of Labour (DOL),  
Labour Centres (LCs) and Sector Education Training Authorities (SETAs)**

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## ***Checklist Protocol***



*Funded under IQC Contract Number 674-I-00-00005-00, Task Order 009*

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Department of Labour

# **CHECKLIST PROTOCOL**

## **Evidence Documents**

**(Ask project manager to gather these documents)**

1. Business Plan
2. Project Proposal
3. Advisory Management Committee (Record? Minutes?)
4. Contact – Agreement from Funder
5. Written procedure / guidelines from Management
6. Project Constitution
7. Systems – Rules – Forms
8. Sustainability Plan or similar document
9. Accounting books
10. Market Receipts – (Products sold outside community)
11. Bank-Book, Bank Account Statement
12. Reserve Account
13. Wage Registers
14. Finance Records – (Book, Ledger)
15. Budget
16. Daily Cash-Book
17. Petty cash
18. Bank Reconciliation
19. Asset Register
20. Audit Report
21. Income & Expenditure Statement
22. Performance to Budget – Analysis Sheet (with Income & Expenditure Statement)
23. Re-investment
24. Certificate showing non-profit status
25. Receipt for materials
26. Inventory list
27. Receipts of Maintenance Invoices
28. Accreditation Evidence
29. Training materials have Goals & Objectives

- 30. Skills Audit
- 31. Training Report
- 32. Assessments
- 33. Training Alignment with PIP and PSP
- 34. Recruitment and Selection Process
- 35. Monitoring Reports
- 36. Attendance Records / Registers
- 37. Project Meeting Minutes
- 38. Marketing Strategy – Advertisements/Flyers
- 39. Human Resource Forms/Records
- 40. Leave Register
- 41. Annual Report



**Technical Support to the South African Department of Labour (DOL),  
Labour Centres (LCs) and Sector Education Training Authorities (SETAs)**

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# ***Case Study Protocol***



*Funded under IQC Contract Number 674-I-00-00005-00*

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**TECHNICAL SUPPORT TO THE  
SOUTH AFRICAN DEPARTMENT OF LABOUR (DOL) LABOUR  
CENTRES (LCs) AND  
SECTOR EDUCATION TRAINING AUTHORITIES (SETAs)  
CASE STUDY OF BEST PRACTICE LABOUR PROJECT**

**1. Project Details**

**Date of Observation:** \_\_\_\_\_

**Length of Observation:** \_\_\_\_\_

**Researcher Surname:** \_\_\_\_\_

**Province:** \_\_\_\_\_

**Name of Project** (*e.g. Super Chicken*)

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**Venue (location):** (*e.g. Warrenton (Francis Baar District Municipality)*)

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**Funding Partner(s)** (*e.g. Dept. of Social Development, Dept. of Land Affairs, grants, funded by Eskom, etc.*)

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**Project Description:** (*include Date project started, by whom, funding info, type of industry, etc*)

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**Project Employee Description:** (*e.g. unemployed youth, from rural area of Bloem., trainee technicians, etc.*)

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**Skills Offered/Trained** (*list multiple training/describe skills, e.g. vegetable cultivation, carpentry, finance, etc.*)

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Number of DoL Trained:

Beginning and Ending Dates of Training (*include multiple training*)

*Begin*

*End*

Number of DoL Trained that were Placed:

Number of DoL Trained that are no longer on project:

Number of DoL Trained that are still on project:

**Placement Verification:**

Number of employees present on day of visit:

Full time:

Flexi-time:

Number of employees absent on day of visit:

(Full time:

Flexi-time:

**For Khulisa only (*use same box as on Checklist*)**

Total People on Register (Head Count) (e.g.: 01, 02, etc)
Females Placed (e.g.: 01, 02, etc)
Males Placed (e.g.: 01, 02, etc)
Disabled Placed (e.g.: 01, 02, etc)

**Project Chairperson/Leader/Manager Name:**


## 2. Researcher Instructions

- *Use the attached **grid** as a guide in taking notes either on the computer or in handwriting on a notepad.*
- *All notes must be transcribed or input into the **computer** and saved onto a labelled disk in clear writing, with correct grammar, punctuation and spelling for the analysis.*
- *It is critical that you **carefully review** your notes immediately after the day's session and before you go to your next case study due to the intensity of this type of data collection.*
- *You will keep a running log of behaviours during periods of observation – according to what is happening at the time. This log should contain **narrative descriptions** of behaviour. It should at minimum include a good description of the project, employees (beneficiaries) and market it serves, plus resources, infrastructure, management, organisational structures and systems, finance, training details, skills offered, skills at work aftercare, Ubunthu, sustainability features and vision.*
- *Do **not judge or interpret**, simply describe (If you interpret – indicate text by a different font, highlight or bracket). The grid is meant only as a guide for your note taking. Space activities as appropriate. Time entries are very important. You should include all work periods and breaks between periods. Remember, you are a non-participant observer.*
- *You can minimally **engage** with employees but try not to disrupt their activity. Record notes as quickly as possible. Discipline yourself to write notes quickly and accurately. Avoid disturbing the natural behaviour (work activity, breaks, etc.) on the project.*
- *Your notes should **reflect** exactly what you see and hear and “feel”; use your senses. Afterwards, review your notes and save on hard drive, and on a disk, and have a manual copy to summon up later – notes should provide a vivid picture of any described event. Do not begin a second observation until your notes are complete and typed. Read over your notes at the end of the day and clean them up. It is easy to forget over time!*
- *Provide as many **quotes** (actual words used) as possible from both project chairperson, managers, beneficiaries, trainer, funder, other*

### 3. Photographs (Imaged Based Research) and Activity Grid

- Take the following **photographs** taking careful notes of each picture (seeking permission). Use a camera with a roll of 12 shots. Be sure to **Label** it and number each shot with (the project name, the date and your initials).

- **Outside of project: the site, exterior building, property, business signs, etc.**

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- **Inside of project, interesting wall or section, employee bulletin board, rules and regulations, awards, recognitions, etc.**

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- **Equipment/tools/machines, etc.**

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- **Employee(s) working**

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- **Manager managing/supervising**

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- **Mentoring/assisting one another**

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- **Products produced, Marketing (as visible)**

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- **Training records/list of employees and training dates, completion of training docs, etc.**

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- *Documents (e.g. attendance records, finance/accounting book, constitution, inventory list, etc.*

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- *Structure and visible systems (e.g. coats hanging on hooks, tools lined up neatly, order, forms, etc.*

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- *Evidence of support – (Community Involvement, trainer present, schedule of aftercare, etc.)*

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- *Organised Group shot (manager, employees together on break)*

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- **Optional “interest” shot**

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**Other photo shots**

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<u>Time</u>	<u>Name and Description of Activity</u>
	<p><b>Describe the following:</b></p> <ul style="list-style-type: none"> <li> <b>Physical Environment (<i>building, grounds, infrastructure</i>)</b> <hr/><hr/><hr/><hr/> </li> <li> <b>Project Environment (Use of project environment, working environment);</b> <hr/><hr/><hr/><hr/> </li> <li> <b>Describe Management and Administration</b> <hr/><hr/><hr/><hr/> </li> <li> <b>Describe Work Activity (<i>evidence of planning, task preparation, etc.</i>)</b> <hr/><hr/><hr/><hr/> </li> <li> <b>Sustainability Indicators: (<i>of the 8 indicators, how many apply to this project – see p. 5 of Checklist</i>)</b> <hr/><hr/><hr/><hr/> </li> <li> <b>Discuss how Finance works (<i>roles, processes, structures, systems</i>)</b> <hr/><hr/><hr/><hr/> </li> <li> <b>Discuss Infrastructure (<i>human, technical, physical resources</i>)</b> <hr/><hr/><hr/><hr/> </li> </ul>

- **Describe Market** (*access, supplies, products, etc.*)

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- **Tell about the DoL training** (*when? name of training, training provider(s), length, skills offered, satisfaction, materials, left start up packet, value added?*)

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- **Discuss Placement** (*when and how it happened, to whom? how long? etc.*)

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- **Describe Post Training Aftercare** (*is it happening? by whom? nature of it, etc.*)

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- **Describe the Beneficiaries** (*where they come from, their background, approximate age, race, etc.*)

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- **Describe the Work Practices;** (*mention employee work behaviours such as team work, etc.*);

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- **Discuss the Materials, Equipment; Resources** (*human, physical, financial*) and,

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	<ul style="list-style-type: none"> <li>• <b>Describe any Processes in place to reach completion of final product</b></li> </ul> <hr/> <hr/> <hr/> <hr/> <hr/> <p><i>The case study should additionally focus on the following:</i></p> <p><b><u>Employee Behaviour</u></b> (<i>what beneficiary is doing; how he/she is working by self and with others, responding, interacting; producing products, services, and impact on self and others</i>)</p> <p><b><u>Supervisor/Manager/Chairperson Behaviour</u></b> (<i>what he/she is doing; management practice, guidance, etc.</i>); <b>guidance, instructions, discipline, motivating employees, and leadership style</b>)</p> <p><b>Comments:</b> <i>Fieldworker can make interpretative comments <u>at the end</u> of the observation (refer to Comments Section which asks for insight into what is happening).</i></p>
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## **TIME ORIENTATION SCHEDULE**

***(REMEMBER, WRITE DOWN EXACTLY WHAT YOU SEE)***

9:15 am	<b>Introduction (Set the Scene):</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
10:00 a.m.	
10:30 a.m.	
11:00 a.m.	

11:30 a.m.	
12:00 a.m.	
12:30 p.m.	
1:30 p.m.	

## 4. General Comments

Please address the following issues in your interpretive notes at the end of your case study description:

Please comment on:

### 4.1. Quality of Life

*The quality of life for Beneficiaries as a result of being training and placed on this project:*

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### 4.2. Sustainability Factors

- *What makes this project a best practice project site? (Which of the 8 sustainability indicators are in place, what makes this project work?)*

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### 4.3. Viability of Project

- *What is the future life of this project – where is it going? (Explain why you say what you do)*

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### 4.4. Lessons and Best Practices

- *Please list any lessons learnt, best practices that could be shared with other projects.*

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### 4.5. Other Comments

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**For Khulisa Use Only**

***Number of people placed (Cross Check with Database)***

4.6.1. Female (eg. 01, 02, etc)
4.6.2. Male (eg. 01, 02, etc)
4.6.3. Disabled (eg. 01, 02, etc)

## APPENDIX C

### Name of Projects Received

<u>Number</u>	<u>Province</u>	<u>Project Name</u>
1	GN	Golden Wheelchair Repair (GN001) Golden Wheelchair Upholstery (GN002) Ipopeng Organisation (GN003) Magalies Women's Group (GN004) Uluntu Multi-purpose Development (GN005) Toekomsrus Resource Centre (GN006)
2	GS	Bopelong Access Roads Project (GS022) Centre for People with Disabilities (GS001) Rose of Hope (GS002) Germiston Women's Empowerment (GS003) Meat Cutting Technicians (GS004) Ext 28 Housing Project (GS005) Modimo Moholo (Anglo Gold) (GS006) Builders T/C (GS007) Road Freight Driver Academy (GS008) Wongo Amanzi Project (GS009) Arekopaneng Community Project (GS010) Itireleng Project (GS011) Sivuzeni Poverty Relief Project (GS012) FenyaTlala Project (GS013) Masizizane Women's Housing (GS014) Trainrite (GS015) Anglo-Gold (GS016) Unitrans Empowerment (GS017) Zivuseni Poverty Relief (GS018) BC Landscape (GS019) Gepettos Woodworks (UTS) (GS020) Monte Casino BBQ (Tuscan) (GS021) Saj Competency Training Institute (GS023)
3	Limp	Pfunekani (LP021) Tsogaoitirele (LP013) Mashashane Disability (LP014) Le Rena Re Ka Kgona (LP033) Mphahlele Project (LP004) Yorkor (LP023) NPRA - Mamabolo (LP016) Madikanono Pottery (LP026) Phuthanang Bakone Disabled (LP003) Mamodi Poultry (LP030) Lerato Project (LP031) Boitirelo Project (LP032) Itireleng Bakery (LP027) Phalaborwa Mini Bulk Bags (LP028) Phafogang Project (LP029) Makahlule Chivika (LP025) Ipopeng Fishery (LP022) Rasematia Vegetables (LP024) Correctional Services (LP020) Sekhukhune Poultry (LP019) Basadi Ba Bapedi (LP018)

	<p>Ebenezer (LP017)</p> <p>Grace &amp; Hope Vegetables (LP015)</p> <p>Rakopi Bakery (LP002)</p> <p>Dilokong Workshop for Blind (LP001)</p> <p>Maseboko Poultry (LP005)</p> <p>Tipfuxeni (LP006)</p> <p>Malokela Vegetable Project (LP011)</p> <p>Ahitipfuxeni (LP007)</p> <p>Tswelopele (LP008)</p> <p>Bollanoto Project (LP009)</p> <p>Kamogelo ADP (LP010)</p> <p>Boskop Project (LP012)</p>
4 Mpum	<p>Gutshwa Poultry Project (MP004)</p> <p>Thuthukani Project (MP001)</p> <p>Izandla Zethu Project MP002)</p> <p>Phakamile Aged Group (MP003)</p> <p>Megokego Ya Lethabo Project (MP005)</p> <p>Jeppe's Reef (MP006)</p> <p>Impumelelo Poultry Project (MP007)</p> <p>Topsy Foundation (MP008)</p> <p>Masisizaneni Women's Club (MP009)</p> <p>Freedon Service/Afrihub (MP0010)</p> <p>Hlolenyatha Day Care (MP0011)</p> <p>Sizanani Hiring Club (MP0012)</p> <p>Legogote (Masivukeni Art) (MP0013)</p> <p>Bhekokuhle Brickworks (MP0014)</p> <p>Vukuzenele Brickmaking (MP0015)</p> <p>Kusile Arts &amp; Crafts (MP0016)</p> <p>Zamokuhle Bakery (MP0017)</p> <p>Ikhaya Labomama (MP0018)</p> <p>Rusplaas Women's Group (MP0019)</p> <p>Izandla Zethu Baking (MP0020)</p> <p>Khutsalani Poultry Farming (MP0021)</p> <p>Embahenhle Project (MP0022)</p> <p>Masibambane Disabled (MP0023)</p>
5 NW	<p>Tshwane Empowerment Project (NW001)</p> <p>Reagile Farming Project (NW002)</p> <p>Maiteko Bakery &amp; Catering (NW003)</p> <p>Amogelang Project (NW004)</p> <p>Woman &amp; Youth in Agriculture (NW005)</p> <p>Phokeng Concrete Works (NW006)</p> <p>Itsoseng Bagodi Project (NW007)</p> <p>Success Community Project (NW008)</p> <p>Ikaheng Self Help (NW009)</p> <p>Tlhabogang Sewing Project (NW0010)</p> <p>Thusanong Disabled Project (NW0011)</p> <p>Delarey LED Farming Project (NW0012)</p> <p>Are Kopaneng (NW0013)</p> <p>Star Community Bakery (NW0014)</p> <p>Ditsobotla Farming (NW0015)</p> <p>Buxton Brick Making (NW0016)</p> <p>Kgotlha O'Mone Project (NW0017)</p> <p>Tshwaraganang (NW0018)</p> <p>Tigane Community Farming (NW0019)</p>

6 KZN	Khulambokodo (KZ001)
	Khipho Kuhle (KZ002)
	Ekukhanyeni (KZ003)
	Thulvzobona (KZ004)
	Ezwe Welisha (KZ005)
	Inala Projects (KZ006)
	RNF (KZ007)
	Vukani (KZ008)
	Khuthalani KZ009)
	Zamani Group (KZ0010)
	Bho Bhoi Housing Project (KZ0011)
	Sizo Qhubeka (KZ0012)
	Zikhanyiseleni (KZ0013)
	Siyakhula (KZ0014)
7 FS	Ikaheng Layer Cages (FS001)
	Masakhane Sewing (FS002)
	Explorers Layers Scheme (FS003)
	FS Youth Partnership (FS004)
	Ipopeng Job Creation (FS005)
	Hlanganani Vegetables (FS006)
	Phehellang Sewing Project (FS007)
	Ikaheng Social Development (FS008)
	Tsepanang Milling (FS009)
	Matla Bakery (FS0010)
	Morojaneng Bakery (FS0011)
	Ikaheng Sewing & Knitting (FS0012)
	Dipelaneng Pggery (FS0013)
	Ithabeleng Layers (FS0014)
	Masibambane Sewing (FS0015)
	Vukuzenzele Food Plot (FS0016)
	Kgothalang Poultry (FS0017)
	Lerato Catering (FS0018)
	Tumahole Self Help Association (FS0019)
	Tiholo Bakery & Catering (FS0020)
	Jala PEO Trust (FS0021)
	Lesedi Steel Works (FS0022)
	Lehae Construction CC (FS0023)
	Kopano Ke Matla Gardening (FS0024)
	Kopanang Dijong Catering (FS0025)
	Grow Together Farming (FS0026)
	Ribolla Poultry (FS0027)
	Bopanang Sewing (FS0028)
	M24 Furniture Design (FS0029)
	Phakisang Bakery (FS0030)
	Tswaranang Mafumahadi (FS0031)
	Tshebetso Ke Kutlwano (FS0032)
	Endumisweni Art & Craft (FS0033)
	Ikemeleng Chicken Project (FS0034)
	Phakisang Sewing (FS0035)
	Sezamile Broiler & Garden (FS0036)
	Sehlajaneng Woodwork (FS0037)
	Peace Garden Project (FS0038)
	Victims Empowerment Project (FS0039)
	Bopaneng (FS0040)



Boikhathollo Baking (FS0041)  
Vukuzenzele Sewing (FS0042)  
CMC Agricultural (FS0043)  
Naledi Sewing (FS0044)  
Khothala Poultry (FS0045)  
Itekeng Sewing (FS0046)

8 NC Calvinia Emerging Farmers (NC001)  
Disapele Waste Management (NC002)  
Masakhane Co-Operative (NC003)  
Griquatown Brickmaking (NC004)  
Kimberly College (NC005)  
Brandvlei Emerging Farmers (NC006)  
Oasis Bakery Rietfontein (NC007)  
Good Motivation Project (NC008)  
S A Volstoom Bakery (NC009)  
Tshepo Ya Setshaba (NC0010)  
Itereleng Association for Disabled (NC0011)  
Kamieskroon Oorpak (NC0012)  
Itekeng Vegetable Garden (NC0013)  
Shani's Haircare (NC0014)  
Itereleng Delicious Bakery (NC0015)  
Dipico Gemeenskapsbakkerij (NC0016)

9 EC Phakamani Sewing (EC001)  
Vusunomgwadla (EC002)  
Siphamandla Agriculture (EC003)  
Mgababa Community Trust (EC004)  
Luncedo Sewing (EC005)  
Zingisani (EC006)  
Vukani Mathole (EC007)  
Mankosi Program (EC008)  
Mount Arthur Development Project (EC009)  
Masidibane (EC0010)  
Nondyebo (EC0011)  
Gaqamba (EC0012)  
Noncedo (EC0013)  
Khayaletumba (EC0014)  
Siyazama Farming Project (EC0015)  
Simunye Brick Making (EC0016)  
Tourism Ambassador (EC0017)  
Joshua Project (EC0018)  
Clarkson (EC0019)  
Lingela Bantu (EC0020)  
Khwenxura Co-operative (EC0021)  
Masizakhe (EC0022)  
Mbumbi Communal Garden (EC0023)  
Masizakhe Project (EC0024)  
Masikhanye (EC0025)  
Masincedane (EC0026)  
Ncekelelani (EC0027)  
Masizakhe (EC0028)  
Vusanani (EC0029)  
Sakhisizwe (EC0030)  
Peshard (EC0031)  
Khulani Sewing (EC0032)

Masinedane Baking (EC0033)  
Elect. Contract Association (EC0034)  
Mapelepele (EC0035)  
Masi Phakame Sewing Project (EC0036)  
Siphakamise Sewing (EC0037)

10 WC

Mpumalanga Training (WC001)  
Living Hands Project (WC002)  
Noordhoek Training Centre (WC003)  
Ikwenzi Project (WC004)  
IETI Project (WC005)  
Bonteheuwel Resource Centre (WC006)  
IETI Laingsburg (WC007)  
Barnhouse Grill (WC008)  
Novel (WC009)  
Clotex (WC0010)  
Tjeka (WC0011)

**Technical Support to the South African Department of Labour (DOL),  
Labour Centres (LCs) and Sector Education Training Authorities (SETAs)**

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## ***APPENDIX D: NAMES OF RED FLAGGED PROJECTS PER PROVINCE***



*Funded under IQC Contract Number 674-I-00-00005-00, Task Order 009*

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**Department of Labour**

Provinces Missing Projects (Ghost Projects) as per Original Sample							
Number	Province	Original Sample	No of Projects Received	Checklists Received	Missing Projects (Names)	Reason Given By DoL	Template Data
1	GN	6	6	6	N/A	N/A	Received
2	GS	33	30	23	Doomkop Housing Zevuseni Poverty Emerging Dev. Program African Academy TDF Computer Dev Bube & Mtolo Project Impumelelo Dev. Cosmo City Housing Bram Fischerville Housing Sivuzeni Poverty Relief	No Project Manager (Formal Sector) No Project Manager (Formal Sector) No Project Manager (Formal Sector) No Project Manager (Formal Sector) No Project Manager (Formal Sector) No Project Manager (Formal Sector) Unaccounted for Unaccounted for Unaccounted for	Received
3	Limp	38	33	29	Flag Boshieko Eco-Tourism Atok Int Development IUP Baleni H&W Project Katekani Woman NPRA Sekhukhune Are Someng Tlokawa Matlakale Maziya Transport	Unaccounted for Unaccounted for Unaccounted for Unaccounted for Unaccounted for Unaccounted for Unaccounted for Unaccounted for Unaccounted for	Received
4	Mpum	26	23	22	Cats & Co Khutsalani FA Thutukani Phakamile	Does not exist Does not exist No Project Checklist Does not exist	Received
5	NW	34	19	17	RDP Housing HIV & AIDS Hospice Veg Production (Molopo) Veg Farm (Bleskop) Kuruman Poultry Production Koster Vegetable Farm Agang Mmogo & Star Catering Skills for Hawkers Unity Carpentry Catering Reitz Company Baking Sewing Project Madibogo-Setlagobi Project Segametsi Care Project Zeerust Community Sewing Delareyville Sewing Molopo Electrification Rural Electrification Project	Completed Completed No longer in existence No longer in existence No longer in existence No longer in existence No longer in existence No longer in existence No checklist received Could not locate No longer in existence No longer in existence No longer in existence No longer in existence No longer in existence No longer in existence Could not locate	Received
6	KZN	30	22	14	Vukani KwaMathukuza Ungcede Omhlophe Thulani Team JS Cumuthers Izwilabantu Keates Drift Training Provider Upgrading Mathukuza Housing Lesedi Project Glencoe Nondweni Gardens Fundukuzenzela Flagship Vukuzakhe Group Immediacy Academy Ninon	No Project Checklist Received No Project Checklist Received No Project Checklist Received No Project Checklist Received No Project Checklist Received No Project Checklist Received No Project Checklist Received No Project Checklist Received Could not locate Could not locate Unaccounted for No longer exists No longer exists Could not locate No longer exists No longer exists	Received
7	FS	45	46	46	N/A	N/A	Received
8	NC	19	16	16	Ostrich Arts & Craft Greenpoint Butchery Emthanjeni Quick Service	Does not exist Does not exist Does not exist	Received
9	EC	43	37	34	Yanga Self Help Sinoxolo Pakamani Poultry Ekuphumleni Sewing Project Siyazakha Zama Farm Somila Sewing Idutywa Sisonke	No beneficiaries Unaccounted for No longer exists No longer exists No beneficiaries No beneficiaries No beneficiaries Unaccounted for Unaccounted for	Received

Number	Province	Original Sample	No of Projects Received	Checklists Received	Missing Projects (Names)	Reason Given By DoL	Template Data
Number	Province	Original Sample	No of Projects Received	Checklists Received	Missing Projects (Names)	Reason Given By DoL	Template Data
10	WC	30	19	16	Bergzicht Training Centre	No checklist received	Received
					Boland College	No checklist received	
					Choice Training Solutions	Not started yet	
					Tjeka Training Matters	Unaccounted for	
					Mascindane Community	Outside of period	
					Industries Education & Training	Unaccounted for	
					Belhar Training College	Not started yet	
					Clotex	Not started yet	
					IETI Clanwilliam	Not started yet	
					Eziart & Craft Centre	Unaccounted for	
					Yondela Training	Unaccounted for	
					IETI Electronics	No checklist received	
					Avian Park Project	No checklist received	
					Bloekombos Training	No checklist received	
Totals		304	251	223			



**APPENDIX E**  
**SDFW PLACEMENT VERIFICATION RESEARCH PROJECT**  
**REVISED RESEARCH MANAGEMENT PLAN**

<b>Date</b>	<b>Activities</b>	<b>Responsibilities</b>
3 July 2003	Research process update	Khulisa and DoL
4 July 2003	Sampling confirmed	Khulisa and DoL
4 July 2003	Instrument finalization	Khulisa
7-9 July 2003	Instruments into Teleform	Khulisa
10 or 11 July 2003	Instrument pre-tested in Province	Khulisa and Gauteng
15 July 2003	Instruments revision	Khulisa
Prior to week 3 of July 2003	Confirm training schedule	DoL
Illustrative dates for training in three clusters:  21-22 July 2003 24-25 July 2003 28-29 July 2003	LMIS training on instruments and research process	Khulisa and Provinces
1 August 2003	Data collection begins	LMIS (ESP to prepare itinerary before this time in collaboration with LMIS)
22 August 2003	Data collection ends	LMIS
25 August 2003	Initial instrument quality control	LMIS
26 August 2003	Data submitted to Khulisa	LMIS
27 August 2003	Final instrument cleaning	Khulisa
28-31 August 2003	Data scanning	Khulisa
1-5 September 2003	Data analysis	Khulisa
1-13 September 2003	Case Study draft & final case study report writing	Khulisa
8-22 September 2003	Comprehensive Report Writing Begins	Khulisa
15 September 2003	Conference Report Submission (Case Studies Final Report)	Khulisa
22 September 2003	Presentation to PEM Forum	Khulisa
29 September 2003	Final Report submitted & Presentation to ESDS Forum	Khulisa
29 September 2003	Final report submitted	Khulisa
13 October 2003	Findings Presentation to ESDS & LMIS BUMs (Validation Workshop)	Khulisa
14 <sup>th</sup> –15 <sup>th</sup> October 2003	Conference Presentation	DoL & Khulisa
3 <sup>rd</sup> – 4 <sup>th</sup> November 2003	Research Skills Transfer Workshop	Khulisa
3 <sup>rd</sup> December 2003	Research Replication Manual Submitted to DoL	Khulisa



**Department of Labour**

**NATIONAL SKILLS FUND SOCIAL DEVELOPMENT  
FUNDING WINDOW IMPLEMENTATION REPORT  
DOL PLACEMENT VERIFICATION STUDY**

**13 October 2003**

**EASTERN CAPE  
SUMMARY AND CASE STUDY**



*Funded under IQC Contract Number 674-I-00-00005-00, Task Order 009*

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**Technical Support to the South African Department of Labour (DOL),  
Labour Centres (LCs) and Sector Education Training Authorities (SETAs)**

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## 1. Provincial Sample

The sample for the Eastern Cape province was made up of a total of 34 projects. All of the projects were in the informal sector. These projects tend to be poverty relief type projects of the order of farming, sewing and pottery making. Two of the provinces projects were Presidential Nodal Sites (Vusanani and Ilinge Labantu).

**Table 1: Eastern Cape - Actual Sample: Number of Beneficiaries by Project**

Project Code	Project Names	Frequency	Percent
EC001	Phakamani Sewing	4	3.2
EC002	Vusunomgwadla	1	.8
EC003	Siphamandla Agriculture	5	4.0
EC005	Luncedo Sewing	3	2.4
EC006	Zingisani	5	4.0
EC007	Vukani Mathole	1	.8
EC008	Mankosi Program	3	2.4
EC009	Mount Arthur Development Project	5	4.0
EC010	Masidibane	4	3.2
EC011	Nondyebo	4	3.2
EC012	Gaqamba	4	3.2
EC015	Siyazama Farming Project	5	4.0
EC016	Simunye Brick Making	5	4.0
EC017	Tourism Ambassador	4	3.2
EC018	Joshua Project	2	1.6
EC019	Clarkson	3	2.4
EC020	Lingela Bantu	5	4.0
EC021	Khwenxura Co-operative	6	4.8
EC022	Masizakhe	3	2.4
EC023	Mbumbi Communal Garden	5	4.0
EC024	Masizakhe Project	1	.8
EC025	Masikhanye	2	1.6
EC026	Masinedane	3	2.4
EC027	Ncekelelani	2	1.6
EC028	Masizakhe	5	4.0
EC029	Vusanani	1	.8
EC030	Sakhisizwe	4	3.2
EC031	Peshard	4	3.2
EC032	Khulani Sewing	1	.8
EC033	Masinedane Baking	5	4.0

Project Code	Project Names	Frequency	Percent
EC034	Elect. Contract Association	6	4.8
EC035	Mapelepele	5	4.0
EC036	Masi Phakame Sewing Project	4	3.2
EC037	Siphakamise Sewing	5	4.0
<b>Total</b>		<b>125</b>	<b>100.0</b>

## 2. Initial Placement Findings

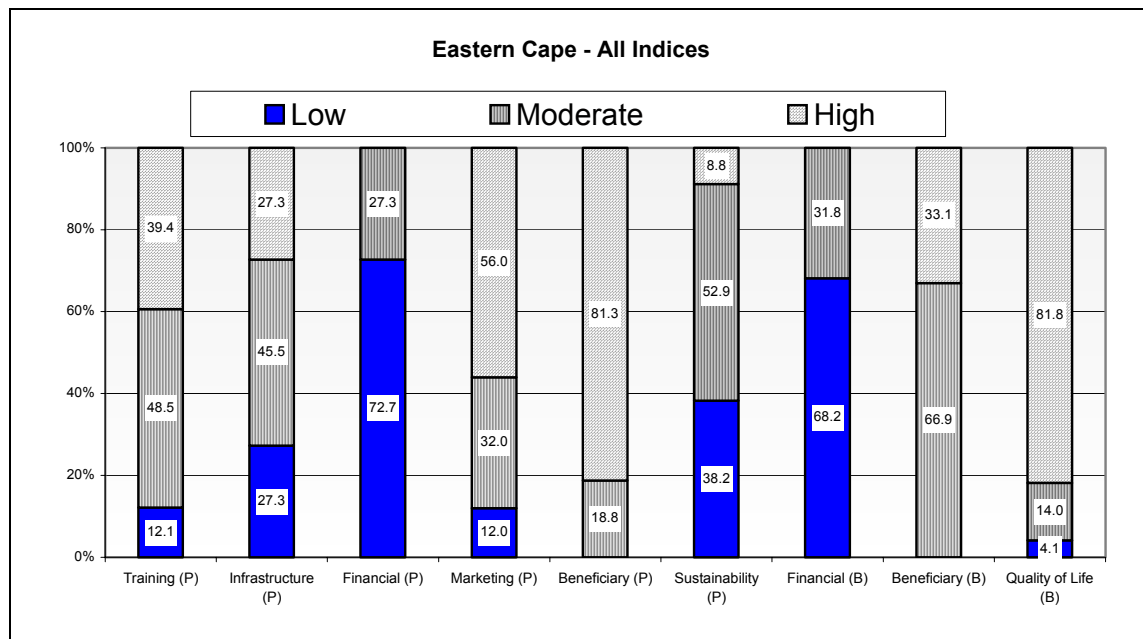
Research findings on placement verification statistics reveal a **78% placement rate** using attendance register data.

DoL records on placement verification reveal a 114% placement rate. Of the 537 beneficiaries placed, 407 (76%) were females and 130 (24%) were males. No disabled beneficiaries were reported as placed.

## 3. All Indices

The figure below illustrates the distribution (by percentages) of measures in place for each of the major indicators of project sustainability for this province: Training, Infrastructure, Financial, Marketing and Beneficiary Involvement, Sustainability by Project Checklist (P), and Financial, Beneficiary Involvement and Quality of Life by Beneficiary Questionnaire (B). The various indices reflect stages of existing practices for each of the nine categories above towards creating successful and sustainable projects.

**Figure 1: Eastern Cape All Indices**



As can be seen above, from the project managers' perspectives, Beneficiary Involvement and Marketing indices are high. This suggests that from a project managers' perspective,

beneficiaries are engaged in the daily running of the project. This further suggests that marketing measures are also in place and are working for the benefit of the project. Infrastructure is reported as moderate, suggesting that a number of projects are struggling with their basic infrastructure requirements. From a project managers' perspective, the Training Index is reported as moderate. This suggests that some training measures are successful, but generally more needs to be done to improve the level and quality of beneficiary training. Project managers view Sustainability as being moderate. In contrast, beneficiaries report Quality of Life as high. This strongly suggests that beneficiaries are feeling positive about their futures as a result of being placed on the project. Beneficiaries view their Involvement as being moderate, which suggests that they feel that they could contribute more in terms of the running of the project.

## 4. Best Practice Case Study

### 4.1. Introduction

The Coega Industrial Development Zone is divided into a deepwater port and an industrial development zone (IDZ) covering 12,000 hectares. The deepwater port is being developed at the mouth of the Coega River. A major component of the IDZ will be the Pechiney Aluminium smelter.

There is the potential for 10 000 full time jobs over the next 30 years. To date, there have been 6 000 workers on site (currently 4 800) and the potential for 20 000 workers during the development stages. The unemployment rate in Port Elizabeth is about 40 percent and in the Motherwell area (next to the CDC IDZ) it is close to 60 percent.

#### 4.1.1. Profile and Background

<b>Province:</b>	Eastern Cape
<b>Name of Project:</b>	COEGA Deep Water Port and Industrial Development Zone
<b>Venue (location):</b>	Nelson Mandela Metropolitan Municipality (Port Elizabeth)
<b>Funding Partner(s):</b>	Department of Labour/Coega Development Corporation (CDC)/Construction SETA
<b>Project Description:</b>	Main construction started in March/April 2002.
<b>Project Employee Description:</b>	COEGA is a huge Industrial Development Zone (IDC) intended to attract foreign investment into the area through the development of a deep-water port and industrial zone. CDC distributed approximately 600 000 registration forms to people living in the local community. About 50 000 people registered and were captured in the CDC database, and the majority of these individuals reside in the local area. It is from this pool of individuals that the CDC identifies potential trainees and/or employees.
<b>Skills Offered/Trained:</b>	Mostly civil construction for the land site and the port

	site and some SMME
<b>Number of DoL Trained:</b>	1698
<b>Beginning and Ending Dates of Training:</b>	November 2002 to date
<b>Number of DoL Trained that were Placed:</b>	1028
<b>Number of DoL Trained that are no longer on project:</b>	Approximately 200 (temporary bush cutters)
<b>Number of DoL Trained that are still on project:</b>	Approximately 800

**Placement Verification:** Because of the nature of the CDC site (a large civil construction zone), it was impossible for the consultant to conduct any sort of head count or placement verification. A contractor was managing the site and the visit focussed on touring the office of the management office and the deep-water port site.

#### 4.1.2. Physical Environment

The project is situated 20 km from Port Elizabeth and is next to the Markman Industrial Area. It is bordered on one side by the Indian Ocean, taking close to 15 km of shoreline, and the IDZ goes inland about 10 km.



The Coega Industrial Development Zone is divided into a deepwater port and an industrial development zone (IDZ) covering 12 000 hectares. The deepwater port is being developed at the mouth of the Coega River. A major component of the IDZ will be the Pechiney Aluminium smelter.

#### 4.2. Management and Administration

The CDC has contracted a joint venture company called ITMA to manage Industrial Relations, Recruitment, Training, SMME and Procurement.

##### 4.2.1. Administration

ITMA staff capture basic work skills data. The project has an Administration team.



#### 4.2.2. Management

ITMA is one of the parties of the joint venture and they were involved in a similar project in Mozambique. They have a management information system called the LBMIS. This system has been used to capture the 50 000 job seekers. First phase registration of these job seekers is administered through the post (i.e. only application forms sent via the post are accepted). ITMA works closely with the contractors who are on site developing

the deepwater port and the IDZ. They look at the contractor histograms to establish the labour/skills needs and receive a requisition for skilled employees from the contractors. ITMA then go to their database, filter individuals by job title (where applicable or do a random selection), send out post cards to these individuals and schedule interviews. At these interviews, individuals must submit any existing training certificates and more detailed personal information is captured. Applicants also have to undergo a medical examination to ensure that they are fit to do the required work. ITMA then identified a trainer and applied to DoL for funding for the training. ITMA monitors the training and when it is completed contacts the contractor who then interviews the trainees for placement (ITMA always trains a few more individuals than required by the contractor).

#### 4.3. Project Operations

Operations were only observable from a distance due to the construction nature of the project. The consultant observed workers building the walls that will separate the three main ports. The contractors use project management techniques to keep to the work schedule.

##### 4.3.1. Equipment

The contractors are using heavy machinery to build the port. This includes earthmovers, cement trucks, and large cranes.

Materials include cement, sand, crushed stone, wooden shutters, reinforcement steel and other construction related materials.



### **4.3.2. Training and Skills Available**

Numerous training providers have been used, but primarily the Eastern Cape Training Centre. The training is in the construction sector and is on average 10 days. ITMA ensures that every trainee receives overalls, safety boots, goggles and other safety equipment. ITMA monitors training on a daily basis and assesses/moderates.

ITMA monitors the beneficiaries on a regular basis at the site and audits wage payments. Also, when a contractor requests skilled people from the ITMA database for interviews, ITMA follows up to ensure that the contractor has interviewed the individuals and made a selection.

### **4.3.3. Infrastructure**

ITMA employs 41 people and manages a database with 50 000 registered individuals. ITMA has offices in the IDZ area. The contractors have their offices at the construction site and manage the workers from there. There is huge earth moving machinery and other civil construction machinery on site required for a project of this nature.

### **4.4. Placement**

Training is demand based determined by contractor requisitions. The Contractor selects from the pool of beneficiaries trained via DoL funds—upon selecting the beneficiaries for employment, the contractor signs a confirmation release form and then contracts the beneficiary.

### **4.5. Human Resource Management**

Human Resource Management of a high quality is implemented in this project, which is supported by this guide from a manager:

*“Ensure that the workers are treated properly and receive their wages”*

ITMA monitors the beneficiaries on a regular basis at the site and audits wage payments. Also, when a contractor requests skilled people from the ITMA database for interviews, ITMA follows up to ensure that the contractor has interviewed the individuals and made a selection.

### **4.6. Marketing**

It is a skills training government project so marketing is not applicable.

At the moment, the labour market is for construction workers.



### **4.7. Product Development**

The IDZ will be establishing an aluminium smelter, and the following potential investment areas: offices and logistics parks, light and medium industrial development, metallurgical and metal industry.

#### **4.8. Finances**

Contractors use a set of schedules of pay rates by job position—this Zone Labour Agreement documents industrial relations procedures, practices and standards and is signed by the employer representative associations and the employee representatives (the unions). The contractor signs an employment contract with the beneficiary and this is co-signed by ITMA. ITMA audits wage payments to ensure that beneficiaries get paid.

#### **4.9. Sustainability**

Sustainability of the project is high:

- **Placement ratio at about 61 percent;**
- Interdepartmental collaboration does take place. CDC is government funded and the DoL is working with the Construction SETA;
- Increased earnings of beneficiaries is a reality;
- Future employability has improved;
- Sustainable livelihood is created; and,
- Equity targets are met.

This project has huge potential, as up to 20 000 individuals will be involved in the construction of the IDZ. Another 10 000 full time jobs may be made available in the next 30 years in the IDZ. The project is currently building the skill sets of unemployed individuals and providing temporary construction jobs, thereby increasing earnings, and providing future employability and/or SMME opportunities in the construction sector.

#### **4.10. Factors that Influence Development**

The following positive factors contribute to the success of the project:

##### **4.10.1. Positive Factors Present**

What separates this project from others is that:

- The CDC contracted a third party (ITMA) to manage the recruitment, training and placement of the beneficiaries (among other things such as procurement and industrial relations);
- The database that ITMA uses is perfectly suited for this type of project as ITMA can search for and retrieve individuals with certain skill sets very quickly;
- ITMA provides a quality assurance role for the CDC as they are contracted to ensure that the training is of the required standard so that the contractors cannot complain that they are getting sub standard workers; and,
- ITMA also provides good aftercare, ensuring that the workers are treated properly and receive their wages.

##### **4.10.2. Challenges**

The key challenge was found to be:

- Installing the smelter and carrying development forward to impact on the high unemployment rate in the Eastern Cape.



#### **4.11. Viability of Project**

This is a huge IDZ project sponsored by the government. It is going to provide the third deepwater port in South Africa, and with the big aluminium smelter coming on board, this project will provide a major economic impact in Port Elizabeth.







Department of Labour

**NATIONAL SKILLS FUND SOCIAL DEVELOPMENT  
FUNDING WINDOW IMPLEMENTATION REPORT  
DOL PLACEMENT VERIFICATION STUDY**

**13 October 2003**

**FREE STATE  
SUMMARY AND CASE STUDY**



*Funded under IQC Contract Number 674-I-00-00005-00, Task Order 009*

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**Technical Support to the South African Department of Labour (DOL),  
Labour Centres (LCs) and Sector Education Training Authorities (SETAs)**

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## 1. Provincial Sample

The sample for the Free State province was made up of a total of forty-six (46) projects. All of the forty-six (46) were informal projects. These projects tend to be poverty relief type projects of the order of vegetable farming, sewing, pig rearing, pottery making and entrepreneurial skills. None of the projects in the sample were formal projects. Also, none of the sampled projects were Presidential Nodal Sites.

**Table 1: Free State - Actual Sample: Number of Beneficiaries by Project**

Project Codes	Project Names	Frequency	Percent
FS001	Ikaheng Layer Cages	11	5.6
FS002	Masakhane Sewing	5	2.5
FS003	Explorers Layers Scheme	1	0.5
FS004	FS Youth Partnership	5	2.5
FS005	Ipopeng Job Creation	5	2.5
FS006	Hlanganani Vegetables	5	2.5
FS007	Phehellang Sewing Project	3	1.5
FS008	Ikaheng Social Development	6	3.0
FS009	Tsepanang Milling	1	0.5
FS010	Matla Bakery	3	1.5
FS011	Morojaneng Bakery	5	2.5
FS012	Ikaheng Sewing & Knitting	5	2.5
FS013	Dipelaneng Piggery	2	1.0
FS014	Ithabeleng Layers	6	3.0
FS015	Masibambane Sewing	7	3.5
FS016	Vukuzenzele Food Plot	2	1.0
FS017	Kgothlang Poultry	5	2.5
FS018	Lerato Catering	5	2.5
FS019	Tumahole Self Help Association	4	2.0
FS020	Tlholo Bakery & Catering	5	2.5
FS021	Jala PEO Trust	6	3.0
FS022	Lesedi Steel Works	5	2.5
FS023	Lehae Construction CC	8	4.0
FS024	Kopano Ke Matla Gardening	5	2.5
FS025	Kopanang Dijong Catering	5	2.5
FS026	Grow Together Farming	7	3.5
FS027	Ribolla Poultry	7	3.5
FS028	Bopanang Sewing	2	1.0
FS029	M24 Furniture Design	3	1.5

Project Codes	Project Names	Frequency	Percent
FS030	Phakisang Bakery	4	2.0
FS031	Tswaranang Mafumahadi	3	1.5
FS032	Tshebetso Ke Kutlwano	4	2.0
FS033	Endumisweni Art & Craft	4	2.0
FS034	Ikemeleng Chicken Project	1	0.5
FS035	Phakisang Sewing	1	0.5
FS036	Sezamile Broiler & Garden	4	2.0
FS037	Sehlajaneng Woodwork	5	2.5
FS038	Peace Garden Project	2	1.0
FS039	Victims Empowerment Project	5	2.5
FS040	Bopaneng	2	1.0
FS041	Boikhathollo Baking	4	2.0
FS042	Vukuzenzele Sewing	4	2.0
FS043	CMC Agricultural	5	2.5
FS044	Naledi Sewing	1	0.5
FS045	Khothala Poultry	5	2.5
FS046	Itekeng Sewing	5	2.5
<b>Total</b>		<b>198</b>	<b>100.0</b>

## 2. Initial Placement Findings

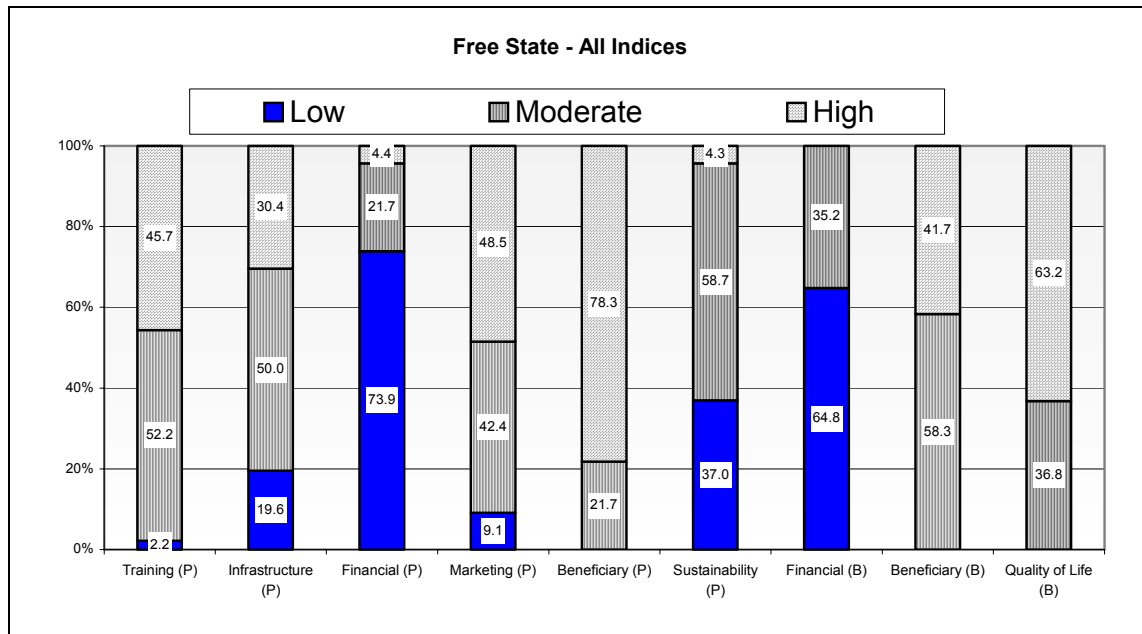
Research findings on placement verification statistics reveal a **45% placement rate** using attendance register data.

DoL records on placement verification reveal 118% placement rate. Of the total 501 beneficiaries placed, 366 (73%) females were placed and 135 (27%) males were placed. No disabled beneficiaries were reported as placed.

## 3. All Indices

The figure below illustrates the distribution (by percentages) of measures in place for each of the major indicators of project sustainability for this province: Training, Infrastructure, Financial, Marketing and Beneficiary Involvement, Sustainability by Project Checklist (P), and Financial, Beneficiary Involvement and Quality of Life by Beneficiary Questionnaire (B). The various indices reflect stages of existing practices for each of the nine categories above towards creating successful and sustainable projects.

**Figure 1: Free State All Indices**



As can be seen above, from the project managers' perspectives, Beneficiary Involvement is high (78%). However, to a much lesser extent, beneficiaries (42%) themselves tend to agree. Training, Infrastructure and Marketing indices from a project managers' perspective are also reported as high, suggesting that these practices are in place. In contrast, beneficiary financial measures are low and unsatisfactory. From a beneficiary perspective, the Quality of Life measure is seen as high. This suggests that beneficiaries are feeling positive about their futures as a result of being placed on the project. Beneficiary Involvement from the beneficiary perspective is also in the moderate range, suggesting that beneficiaries are not as involved in the decision making and running of the project as the project checklist index reports it to be.

## 4. Best Practice Case Study

### 4.1. Introduction

Twenty-six females and 6 males from the Meloding Township near Virginia in the Matjhabeng municipality formed the Ithabeleng Poultry Association. These people were unemployed and were confronted by poverty. The group decided to raise funds for a self-employment income generating activity and identified poultry farming as the common group interest. They then approached the Department of Agriculture for advice and help on how to start the project and financial assistance selection of beneficiaries.

The site was obtained from the Meloding Commonage, which is walking distance from the township.

The starting date for the project and the training was 14<sup>th</sup> July 1998. The aim of the business was to establish structures that had 6000 caged layers and would become one of the largest egg producers in the country.

The Department of Agriculture funded the project by providing R431 600, 00 towards infrastructure and equipment. Eskom donated the electricity and Meloding Commonage also made donations.



The Land Bank also contributed R37 340, 00 towards the project. The implementing agent is DPLG/ Local Council.

#### 4.1.1. Company Profile and Background

<b>Province:</b>	Free State
<b>Name of Project:</b>	Ithabeleng Layer Project
<b>Venue (location):</b>	Virginia LED Farms, Matjhabeng Municipality
<b>Funding Partner(s) Project Description:</b>	Department of Agriculture, Municipality of Matjhabeng, Department of Labour
<b>Project Employee Description:</b>	Unemployed adults from Meloding
<b>Skills Offered/Trained :</b>	Business Orientation, Business Skills for SA (Rural), Poultry Assistant, Egg Production, Selling Skills
<b>Number of DoL Trained :</b>	32 (26 female and 6 male)
<b>Name of Project Manager:</b>	Mr Motsoane, site manager is Mr Majoko S. Mkhobo assisted by Matsie A. Motsetse
<b>Product:</b>	Eggs
<b>Number of Department of Labour trained that were placed:</b>	32
<b>Number of Department of Labour trained no longer on project:</b>	0

### 4.1.2. Physical Environment

The project is situated on the road to Allemanskraal and close to Meloding.



There are three structures for cage layering, one just recently completed. Right next to Thabeleng is the Kopano Chicken project.

The initial buildings were corrugated sink buildings; only the last one that was erected is a brick building. Inside the zinc structure it was unbearably hot, one can just imagine the heat in summer. The layers in this structure contain the hens that are too old for the project; they will be sold or slaughtered. The layers were

not cleaned and were smelly with heaps of chicken manure lying on plastic canvasses that covered the floor.

## 4.2. Administration and Management

### 4.2.1. Administration



The site manager keeps the attendance registers; writes receipts for eggs sold and records this.

### 4.2.2. Management



The management Committee of the project consists of 8 of the stakeholders and the project has a constitution.

The project can obviously be better managed. The eggs are piled up; there is no rotation system to ensure that the oldest eggs are sold first. Workers were loitering about and nobody was really working when researcher arrived. The place was swarming with flies because



the manure had not been removed and the structures were not being cleaned. Chickens that die are not replaced and all the funds are not spent on the project.

### 4.3. Project Operations

#### 4.3.1. Equipment

Equipment consists of the cartons, in which eggs are sold, the four buildings, the chickens, the caged layers, a hosepipe, some containers, a desk and a chair.

Equipment is sufficient for running the project.



#### 4.3.2. Training and Skills Available

**Thirty-two people were initially trained** although not all of them had received the same training. The service provider for the training was **Skills for All** who is responsible for the aftercare of the training. Business Orientation course lasted 2 days and had to teach trainees the dynamics of the economy, funding. Fifteen participants received the Business Skills course, which lasted 10 days during which trainees were taught about self-employment and taking responsibility for their own income.

The Poultry Assistant course was attended by 15 participants and lasted five days during which instructors had to teach trainees how to reduce the mortality rate of the chickens. The Egg Production course was done by 12 participants and lasted 5 days, while the “Selling Skills” course was attended by 15 and it lasted 15 days. There currently are no trainees on the site.

Some of the participants had previously worked on chicken farms and at the start of the project had already acquired the skills to work on the layer project.

#### 4.3.3. Work Practices

There is much to do on a project of this kind. Manure has to be removed, chicken food replenished and water supplied for chickens, eggs collected and graded and eventually packed in the cartons ready for the market. Feeding, watering and cleaning are done manually.





Any expansion will imply more work for stakeholders because they have to economise on expenditure.

#### **4.3.4. Infrastructure**

Sufficient infrastructure exists to keep the project running.

#### **4.4. Placement**

The placement percentage is 100%. Thirty-two were trained and all of them are currently still on the project.

#### **4.5. Human Resource Management**

There is no specific Human Resource Management on the project. There is internal conflict present that needs to be solved.

#### **4.6. Marketing**

Marketing the project is problematic. The large commercial projects have a kind of monopoly so that smaller projects cannot make a living.

Currently marketing and selling is done through street sales, house to house sales, bulk delivery as per contract (e.g. the mines require 5 000 eggs every week).

Manure is collected and sold.

Management is not very concerned about marketing because the supply of the eggs cannot keep up with the demand, but this in itself should have been an incentive to raise production.

There is neither marketing strategy nor plans for marketing in place.



#### **4.7. Product Development**

Stakeholders do not seriously consider product development or product diversification.



The stakeholders would like expansion of the project to increase earnings, but funds are not available. Diversification, like the selling of manure, can create a bigger income and more job opportunities.

#### **4.8. Finances**

Monies received when eggs are sold are recorded but other than that no finances are processed by the management. This is the domain of the Local Council.

People on the site do not have the ability to interpret the financial statements and therefore feel that there is a lack of transparency and that the Council cheats them.

The expectations for making greater profit are unrealistic. About 90% of the people on the project are satisfied; only 10% are discontented.

#### **4.9. Sustainability of Project**

This project realises **6 of the 8 sustainability indicators**. It is meeting more than the 70% placement ratio, participants have taken ownership, there are increased earnings by participants, future employability is possible, sustainable livelihood for participants, and equity targets are met although there are more than 54% females on the project.

The project could be sustained for a long time and there are many spin-off possibilities for both participants and the community.

#### **4.10. Factors that Influence Development of the Project**

##### **4.10.1. Positive Factors Present**

The positive factors present include:



- Participants have taken ownership and are motivated;
- The project provides employment for participants and improved quality of life for these people;
- The project is situated quite close to its main markets;
- There is a contract with the mines to deliver 5 000 eggs every Tuesday;

- The project is generating money;
- Training is closely monitored by the Department of Labour; and,
- The Department of Agriculture provides monitoring and advice, vaccines or other chemicals on a continuous basis.

#### **4.10.2.Challenges**

The project will have to meet the following challenges:

- The discontent that exists about the financial status of the project has to be addressed;
- By-products like manure and feathers should be disposed of in an environmentally friendly way;
- Funds must be acquired to expand in order to generate more money and create more employment opportunities;
- The project requires a fridge or a cooler to keep the eggs fresh; and,
- More training is required in the financial, management, marketing and project maintenance areas.

#### **4.11. Recommendations**

The following recommendations are offered:

##### **Human Resource Management:**

Human Resource Management should receive more attention. Some kind of personnel officer should be trained and appointed to solve the internal conflict that exists on the project and to motivate the beneficiaries.

##### **Management:**

The Department of Labour Officials do the monitoring of the training very well, but the project is not managed well. More training and aftercare in this regard has become essential.

##### **Finance:**

In this area more training is required so that the management committee will be able to interpret financial statements. This will alleviate the dissatisfaction that exists on the project. The management team should, however, not receive and decide how the money from sales will be spent. A large part of the income should be used to buy new equipment and for maintenance. Money should be spent on the project as the needs arise to allow the project to eventually operate as an independent business, at which point beneficiaries can start collecting profits.

##### **Networking:**

Project should network with farmers to solve the problem of the agricultural buyers and bodies not buying from them because the project is too small. Proper networking will address some of the marketing problems.

Beneficiaries should be made aware of the benefits of networking, which could maybe result in the formation of partnerships with the large companies.

**Training:**

The beneficiaries present at the project seemed de-motivated. Training in Management skills, production skills, finances and marketing is necessary to raise the morale of beneficiaries through better production.

**4.12. Viability of Project**

The closeness to markets is a plus for the project. If support and funds materialise, this business will thrive, expand and generate more money.

The project is four years old and stakeholders have proven that the project is viable.





**Department of Labour**

**NATIONAL SKILLS FUND SOCIAL DEVELOPMENT  
FUNDING WINDOW IMPLEMENTATION REPORT  
DOL PLACEMENT VERIFICATION STUDY**

**13 October 2003**

**GAUTENG NORTH  
SUMMARY AND CASE STUDY**



*Funded under IQC Contract Number 674-I-00-00005-00, Task Order 009*

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**Technical Support to the South African Department of Labour (DOL),  
Labour Centres (LCs) and Sector Education Training Authorities (SETAs)**

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## 1. Provincial Sample

The sample for Gauteng North was made up of a total of six projects, all of which were informal projects. These projects tend to be poverty relief type projects of the order of vegetable farming, sewing, pig rearing, pottery making and entrepreneurial skills. None of the projects in the sample were formal projects. Also, none of the sampled projects were Presidential Nodal Sites.

**Table 1: Gauteng North - Actual Sample: Number of Beneficiaries by Project**

Project Codes	Project Names	Frequency	Percent
GN001	Golden Wheelchair Repair	3	17.6
GN002	Golden Wheelchair Upholstery	3	17.6
GN003	Ipopeng Organisation	4	23.5
GN004	Magalies Women's Group	4	23.5
GN005	Uluntu Multi-purpose Development	1	5.9
GN006	Toekomsrus Resource Centre	2	11.8
<b>Total</b>		<b>17</b>	<b>100.0</b>

## 2. Initial Placement Findings

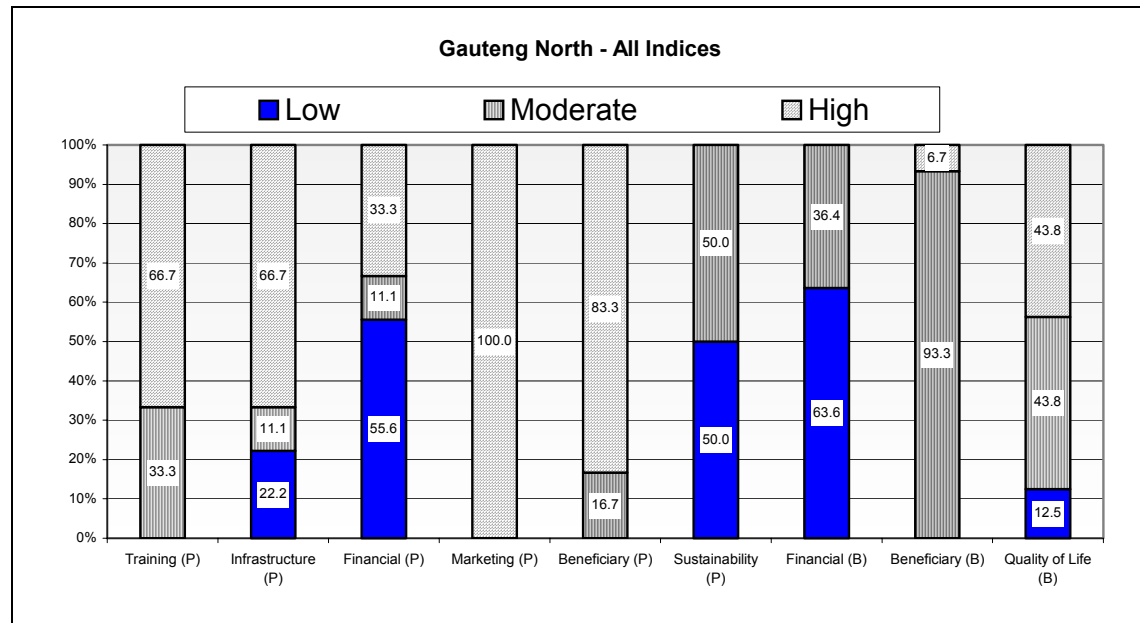
Research findings on placement verification statistics reveal a **39% placement rate** using attendance register data.

DoL records on placement verification reveals an 82% placement rate. Of the 44 beneficiaries placed, 30 (68%) females were placed and 14 (32%) males. Twenty (20) disabled beneficiaries were placed on projects.

## 3. All Indices

The figure below illustrates the distribution (by percentages) of measures in place for each of the major indicators of project sustainability for this province: Training, Infrastructure, Financial, Marketing and Beneficiary Involvement, Sustainability by Project Checklist (P), and Financial, Beneficiary Involvement and Quality of Life by Beneficiary Questionnaire (B). The various indices reflect stages of existing practices for each of the nine categories above towards creating successful and sustainable projects.

**Figure 1: Gauteng North All Indices**



As can be seen above, with respect to project managers' perspectives, Marketing is seen as the strongest at 100%, indicating that this could be the focus of projects in this province. Infrastructure and Training follow, indicating that these projects believe in building a strong foundation first. Finance is stronger in the low rating suggesting that projects are more concerned with establishing themselves first, before they start to focus on the finances. Project managers also see Beneficiary Involvement as high, whereas, in contrast, the beneficiaries see it as only moderate engagement. However, this suggests that both parties are involved in the combined running of the project on a daily basis. Beneficiaries were mixed when it came to Quality of Life, with an equal proportion seeing it as improving and either moderate and/or not improving. With regards to Financial, beneficiaries saw this as low. This could be as a result of the projects' focus being on establishment first, as mentioned above, hence setting finance as a low priority for beneficiaries.



## 4. Best Practice Case Study

### 4.1. Introduction

This Department of Labour Training Project started in November of 2002 and is two weeks away from completing its learnership training at August Lapple Manufacturing Company in Rosslyn. The following funders were acquired: Department of Labour, Blue IQ, various SETAs (grants), Automotive Industry Development Centre, (funding agent) and Eskom. Because ATC is an extension of Soshanguve College and the funding is for 3 years, they are, therefore, building independent funding sources. Although they will remain actively connected with the college following the three-year period.

#### 4.1.1. Company Profile and Background

**Name of Project:** Automotive Training College (ATC) Automotive Youth Learnership Project

**Venue (location):** Rosslyn/Pretoria North



**Funding Partner(s)** Department of Labour, Blue IQ, various SETAs (grants), Automotive Industry Development Centre, (funding agent), and Eskom. ATC is an extension of Soshanguve College and the funding is for 3 years. Currently management is negotiating with Department of Labour for funding the literacy and numeracy programmes for these learners identified for learnerships (e.g. funding for ABET training funding to raise level of literacy). The College has established a trust.

**Project Description:** This project is an extension of Soshanguve College.  
**Products produced:** Automotive components are produced at this factory. Large car parts are being made with large machines, workers and robots. Assembly line processes were evident. Safety measures are observed (safety signs, goggles, ear plugs, areas delineated off limits, etc.)

**Project Employee** Employees are drawn from the list of Department of Labour of

<b>Description:</b>	unemployed youth, from the Soshanguve Campus, and from the local community (e.g. they came off the streets). The Project Manager stated, "It is better than not working. Some have been out of work for three years – just sitting around. The area is not rural, rather industrial, as many automotive plants and factories are located in the general area (e.g. August Lapple, BMW, Ford, AEL, AMH, BFT Engineering and Daimler Chrysler)
<b>Trainees (beneficiaries):</b>	Previously disadvantaged individuals (Black, Coloured and Indian), males and females, with one application from a disabled individual.
<b>Skills Offered/Trained:</b>	<p>Basic math and literacy skills development, and a variety of courses.</p> <p>To include: Safety and House keeping, operate fork lift truck, maintenance of factory machines, pattern making and design, sheet metal work, basic courses in welder aid and maintenance fitter aid, plumbing, pipe-laying and maintenance, electrical construction, maintenance and plastic manufacturing programme, business and budgeting, hand skills, communications, capacity building, technical drawing, mechanics motor levels 1 and 2, computer skills, general office and human resource management and spread sheets level 1 and 2.</p>

#### 4.1.2. Physical Environment

The training site is housed in a factory building lent to the training providers. It is an extra building structure adjacent to the August Lapple big and small car manufacturing components buildings. Building is located in an industrial area of Rosslyn, just off the R566, North and West of Pretoria. The training centre is located in an unused automotive factory that belongs to August Lapple.

Part of the main warehouse office was converted to classrooms and part of the larger warehouse is used for teaching in caravans.

At the August Lapple building site, learners were placed in a large classroom and were working in small to medium size groups with two trainers. In a smaller office, training materials were stacked in boxes and lined against a wall. Beneficiary projects were evident



by their portfolios and a wall contained progress and assessment scores for each learner. Everything was neat and well organised.

A discarded caravan was being used for a computer classroom at the ATC centre. Inside the caravan were approximately 8 computers with 8 learners and a trainer facilitating the teaching of self-taught

computer programmes. Three learners were using a software package of a literacy programme using adjectives. Though a bit crowded, the learner environment was positive and learner focused.

## **4.2. Management and Administration**

### **4.2.1. Administration**

Training records were observed, in particular the grade 12 level of the beneficiary and the ELSA ABET numeracy and literacy records. At the August Lapple site, portfolios were observed as well as the wall of assessment progress marks for various modules, courses, etc.



The factory is huge, very ordered and highly organised (it is German owned) and very clean. It was set up in phases and everything in the factory was marked. The administration seemed to be highly organised and efficient.

### **4.2.2. Management**

The project has four key managers who are all strong and highly engaged. They are a project manager, an office manager, a technical/training manager and a training manager. In addition, there were several administrative support officers who worked in the offices. Ben Botha is the Project Manager, Pieter Joubert the Office Manager. A business plan and budget were observed as well as an attendance record. Good financial systems seemed to be in place. Everything seemed neat and organised in the offices and classrooms.

## **4.3. Project Operations**



### **4.3.1. Equipment**

At the ATC training centre, they are awaiting delivery of new equipment. A discarded caravan was being used for a computer classroom. Inside the caravan were approximately 8 computers with 8 learners and a trainer facilitating the teaching of self-taught computer programmes. Three learners were using a software package of a literacy programme.



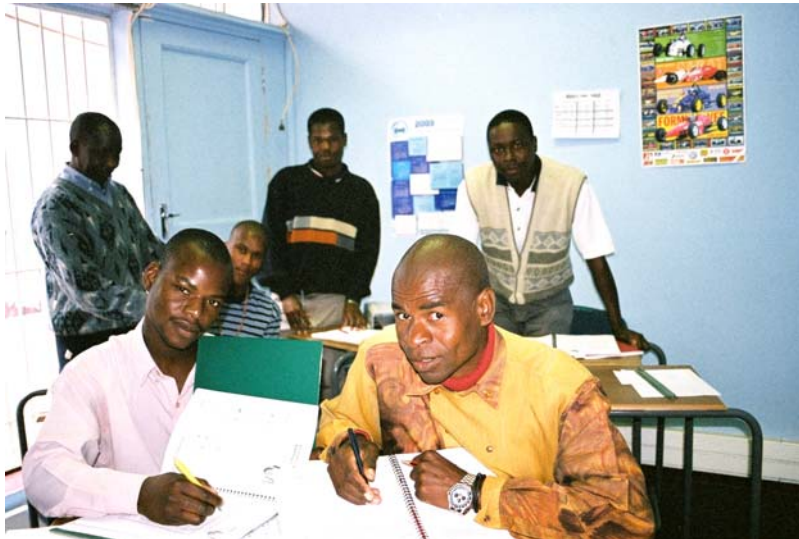
Though a bit crowded, the learner environment was positive and learner focused.

Training materials were in abundance at the August Lapple site.

#### 4.3.2. Training and Skills Available

There appears to be two sets of training cohorts. The first Training project was Department of Labour funded for 70 learners originally: 35 were placed in the training programme from previously unemployed category and 35 were from the permanent employed category. The best practice here is that you don't affect production by taking all trainees off line with this model – as when one goes to training, the other can still continue working and vice versa.

The second training cohort comprises 60 learners, all of which are funded by the Department of Labour. The managers and trainers indicate they have gone through a rigorous selection process, which included a careful reading of applicant CVs, conducting applicant tours of the project training and work sites, an assessment/evaluation of literacy and numeracy skills using the ELSA ABET test, and reference checking, with August Lapple doing the final selection.



The training programme comprises pre-learnership and learnership programmes. It consists of a 40 week programme and includes an induction course, basic math and literacy skills development, and a variety of courses to include: safety and house keeping, operator fork lift truck, maintenance of factory machine, pattern making and design, sheet

metal work, basic courses in welder aid and maintenance fitter aid, plumbing, pipe-laying and maintenance, electrical construction, maintenance and plastic seller programme, business and budgeting, hand skills, communications, capacity building technical drawing, mechanics

motor levels 1 and 2, computer skills, general office and human resource management and spread sheets level 1 and 2. Once trainees have gone through these modules, they are ear marked for basic training modules from the college and they sign up. As they go through basic training modules, they are assigned mentors, and given study methods support. There is a



pre-phase learner contract that exists, followed by the learnership contract with August Lapple.

Aftercare is provided for at least six months after employees are placed. There is a support desk function, contact persons, and schedules. When companies specify certain skills that are needed, they give them the training and when people are placed, the ATC provides the aftercare.

#### 4.4. Placement

Learnerships are offered through August Lapple and various other employers that fall under the different SETAs. When they are through with the learnership, they have an NQF5 qualification in automotive. Eighty per cent of the training group is expected to be offered jobs; those not placed will be farmed out. Learners are coached on writing their own CVs and job interview skills the last two weeks of the 40-week programme/course.

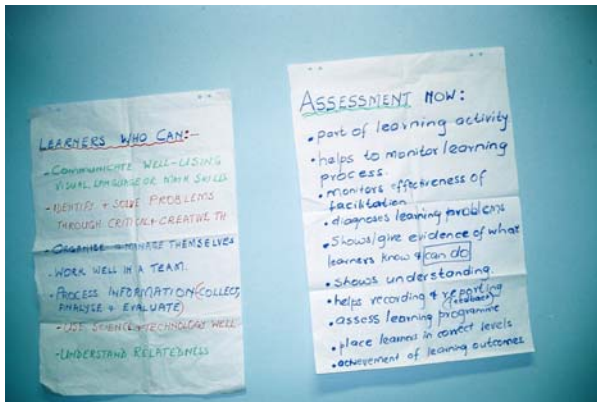
**Of the 60 original trainees, 43 are still on the project and 7 had left.** This reflects a placement rate of 72%.

Placement on learnerships is 100%, but placement on jobs is probably at 90%. Because it's too early for the first group – though management strongly believe they will all be placed, the estimate is about 90-95% because they have established strong networking relationships in the industry and they also use an employment agency if needed to place their learners.

#### 4.5. Project Operations

The College has about 10 - 12 computers for learners to work on literacy and numeracy as well as self-taught software packages with a facilitator assisting learners. The project also utilises the training rooms of their employers to do their own training, developing and copying and binding of materials.

Additionally, Soshanguve college is utilised for training. In terms of capacity, the project recruits qualified trainers, using an affirmative action “equity thrust”- and they have good networking to obtain specialists and trainers.



There are no discipline problems. A lot of team work is utilised, employees learn how to act on the job – as that is new to most of them – they learn how to work with each other in a team situation – use lots of group work in training as well as **OBE methods and techniques**. Final product is all in an assembly line as they learn all kinds of processes and work in a team situation on the job site to produce automotive components.

Trainers were black educators/trainers and seemed to have the learners under control. Each learner had his/her own learner support materials and work was productive. One trainer said, “They have to learn to communicate.” We are learning to talk and communicate effectively.” Some learners appeared shy except when the camera flashed.

The benefit of the DOL training and placement into learnerships is that it creates a skills labour pool and contributes to the world of work in that qualified learners become employable and can earn a wage and improve quality of life.

#### **4.6. Marketing**

The automotive industry is thriving – nationally and internationally! Components are being sold locally, nationally and abroad.

Marketing is taken good care of because of the strong networking and business resources.

##### **4.6.1. Sustainability Factors**

The infrastructure, calibre of dedicated managers and qualified, accredited trainers contribute to the high level of sustainability, along with the marketable product automotive components, produced as there is an internal and external market for these products.

#### **4.7. Product Development**

Currently the project is negotiating with Department of Labour for funding the literacy and numeracy programmes for the beneficiaries (e.g. funding for ABET training, funding to raise level of literacy). A trust has been established by the College. The project (ATC) is essentially independent and sustainable.

#### **4.8. Human Resource Management**

Human resource management is taken care of by management which pays attention to all aspects. They are currently submitting a Human Resource Development Project Proposal for April 2003 to March 2004. Total expenses will be over R1,522,200.00

#### **4.9. Finances and Infrastructure**

- Project has a finance person and they use pastel accounting. They also have an accounts person.
- The project has original funding from the HRD funds from Blue IQ – for 3 years, plus funds from Eskom, support from August Lapple, and the project is part of or quasi-linked to Soshanguve College and has independent project funding mechanisms in place.

#### **4.10. Factors that Influence Development of the Project**

##### **4.10.1. Positive Factors Present**

The following positive factors present in the project render it most sustainable and viable:

- An excellent networking system is in place;
- Nicely organised well-established project with promise of growth and reaching larger numbers of trainees;
- Very high placement rate of trainees;
- Successful marketing; and,
- Trainees receive marketable skills.

#### **4.10.2.Challenges**

Challenges present:

- Funds have to be acquired for product development;
- New equipment will soon be required; and,
- More buildings for training to replace old caravans will have to be built.

#### **4.11. Recommendations**

The following recommendations are offered towards development of the project:

**Training:**

- Training site needs upgrading;
- Screening of trainees should not exclude too many previously disadvantaged learners.

#### **4.12. Viability of Project**

The viability of the project is excellent due to infrastructure and sustainability factors. The managers say that they need to better screen applicants on the level of basic numeracy and literacy skills because they have to invest so much more effort to raise these skills in order for the technical skills training to be effective.

Presently the project is supporting the basic skills on their own and the Department of Labour's training supports the technical skills training. Management is motivating for Department of Labour for training money to fund the literacy and numeracy upgrading they currently are compelled to offer to learners.



Department of Labour

**NATIONAL SKILLS FUND SOCIAL DEVELOPMENT  
FUNDING WINDOW IMPLEMENTATION REPORT  
DOL PLACEMENT VERIFICATION STUDY**

**13 October 2003**

**GAUTENG SOUTH  
SUMMARY AND CASE STUDY**



*Funded under IQC Contract Number 674-I-00-00005-00, Task Order 009*

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**Technical Support to the South African Department of Labour (DOL),  
Labour Centres (LCs) and Sector Education Training Authorities (SETAs)**



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## 1. Provincial Sample

The sample for Gauteng South was made up of a total of twenty-three (23) projects. Thirteen (13) of the projects were informal sector projects. These projects tend to be poverty relief type projects of the order of vegetable farming, sewing, pig rearing, pottery making and business (entrepreneurial) skills. Ten (10) of the projects were formal sector projects. These projects tend to be of the type where a beneficiary is taught a skill such as brick making and then placed on a building site to work as a brick-maker. None were Presidential Nodal Sites.

**Table 1: Gauteng South - Actual Sample: Number of Beneficiaries by Project**

Project Code	Project Name	Frequency	Percent
GS001	Centre for People with Disabilities	4	3.9
GS002	Rose of Hope	2	2.0
GS003	Germiston Women's Empowerment	5	4.9
GS004	Meat Cutting Technicians	3	2.9
GS005	Ext 28 Housing Project	5	4.9
GS006	Modimo Moholo (Anglo Gold)	5	4.9
GS007	Builders T/C	5	4.9
GS008	Road Freight Driver Academy	3	2.9
GS009	Wongo Amanzi Project	4	3.9
GS010	Arekopeneng Community Project	5	4.9
GS011	Itireleng Project	3	2.9
GS012	Sivuzeni Poverty Relief Project	5	4.9
GS013	FenyaTlala Project	5	4.9
GS014	Masisizane Women's Housing	5	4.9
GS015	Trainrite	5	4.9
GS016	Anglo-Gold	5	4.9
GS017	Unitrans Empowerment	5	4.9
GS018	Zivuzeni Poverty Relief	5	4.9
GS019	BC Landscape	6	5.9
GS020	Gepettos Woodworks (UTS)	4	3.9
GS021	Monte Casino BBQ (Tuscan)	4	3.9
GS022	Bopelong Access Roads Project	5	4.9
GS023	Saj Competency Training Institute	4	3.9
<b>Total</b>		<b>102</b>	<b>100.0</b>

## 2. Initial Placement Findings

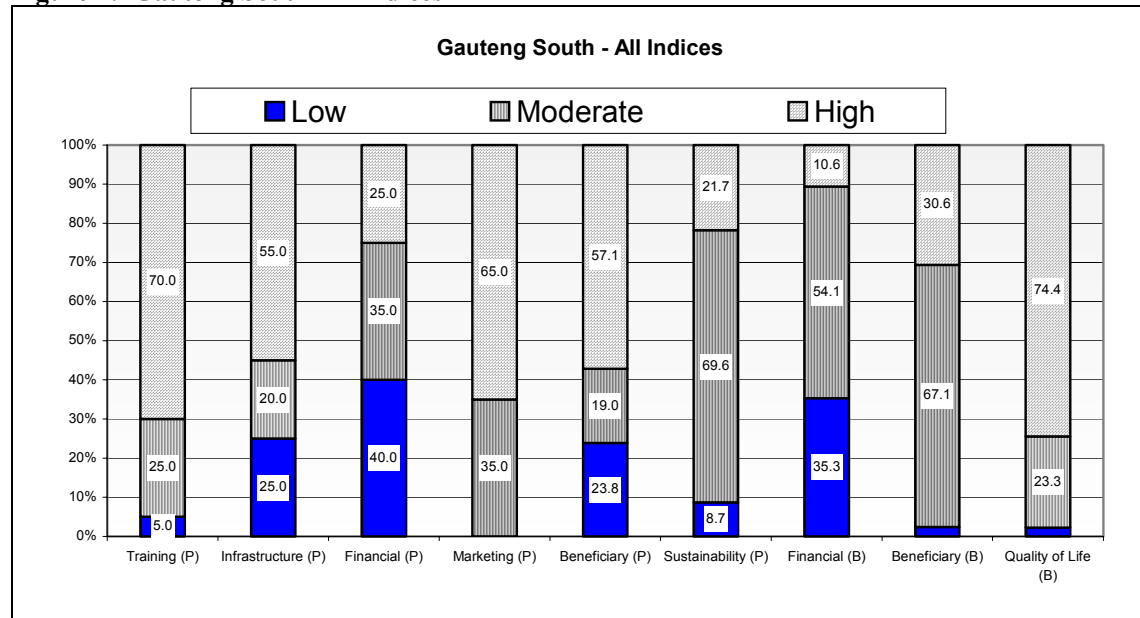
Research findings on placement verification statistics reveal an **82% placement rate** using attendance register data.

DoL records on placement verification reveal 63% placement rate. Of the total 513 beneficiaries placed, 158 (31%) females were placed and 355 (69%) males. Twenty (20) disabled beneficiaries were placed on projects.

### 3. All Indices

The figure below illustrates the distribution (by percentages) of measures in place for each of the major indicators of project sustainability for this province: Training, Infrastructure, Financial, Marketing and Beneficiary Involvement, Sustainability by Project Checklist (P), and Financial, Beneficiary Involvement and Quality of Life by Beneficiary Questionnaire (B). The various indices reflect stages of existing practices for each of the nine categories above towards creating successful and sustainable projects.

**Figure 1: Gauteng South All Indices**



As can be seen above, project managers report Training, Marketing, Infrastructure and Beneficiary Involvement as high. This could suggest that these practices are well in place and are working. Both Project checklist and Beneficiary Questionnaires further report Financial as low (40% and 35% respectively). This could suggest that other areas of focus are being used first, before the Financial. With Sustainability being moderate, the suggestion could be that more work needs to go into these projects before they can become long term successes. From the beneficiary perspective, Quality of Life was seen as high, suggesting that beneficiaries are feeling positive about their futures as a result of being placed on these projects. Involvement and Financial measures were seen as being moderate. This could suggest that these are areas that need to be improved upon in the future.

## 4. Best Practice Case Study

### 4.1. Introduction

The project was launched by the Entrepreneurial Development Academy (EDA) to encourage previously disadvantaged persons to develop skills needed to participate in the South African economy. Aspirant and emerging motor mechanics and car cleaners are trained by the project, which was launched in 2002.

The EDA is a Black Empowerment organisation, which has full accreditation with MERSETA, and is aligned with the other related SETAs. The organisation develops and implements skills development programmes for previously disadvantaged persons.

#### 4.1.1. Company Profile and Background

<b>Name of Project:</b>	Entrepreneur Development Academy (Motor-Max & Car Cleaning Project)
<b>Venue (location):</b>	Langlaagte & Williams Hunt (Constantia)
<b>Funding Partner(s):</b>	Department of Labour – Funded Training & Service Provider Funded Bridging Training Course
<b>Project Description:</b>	Two Projects: (1) Motor-Max (Training of motor mechanics) &(2) Car Cleaning
<b>Project Employee Description:</b>	Two Types: Motor-Max – Technikon Students and Cleaning Services – Unemployed Youth
<b>Skills Offered/Trained:</b>	Motor Mechanic Skills (120 Days) – Not Accredited Car Cleaning Skills (Five Courses) (45 Days) Project Chairperson/Leader/Manager Name: Esmond Oakes (Service Provider)
<b>Number of Department of Labour Trained:</b>	24 and 36
<b>Beginning and Ending Dates of Training:</b>	2 September 2002 to 2 December 2002

#### 4.1.2. Physical Environment

The project is run by the Entrepreneurial Development Academy situated in Langlaagte, Johannesburg.

As can be seen from the photos the premises are big, well laid out and has all the needed equipment.

It also has a fully functioning workshop and panel-beating workshop attached. There is a lot of open space to work in and all lecture rooms are clean and well



equipped with a white-board and desks for participants.

#### **4.2. Administration and Management**

The EDA initiated the project and is responsible for the management and administration. From what was observed, files are kept strictly as per beneficiary. They also have a separate administrator who deals with all the day to day running of the business.

#### **4.3. Project Operations**

The project makes use of good instructors with small classes to pay individual attention to trainees and relies on peer tutoring. The training is based on Outcomes Based strategy and continuous assessment takes place. The GDX training programme is used because it is a visual system that facilitates learning.

Safety on the job is given priority.

##### **4.3.1. Equipment**

All the necessary equipment seems to be in place. The project also seems to have all the manpower needed as well. There is a dedicated IT person and the latest computer software for beneficiaries to work with. Old cars are used for hands-on training.



##### **4.3.2. Training and Skills Available**

The courses offered entail 45 days introduction / bridging courses in motor-max after which they offer the more advanced 120-day course in motor-max. The academy also offers a five week course in car / office and floor cleaning. All participants receive certificates on completion of each course at a graduation ceremony. The courses consist of theoretical and practical training components. The practical part forms the larger part of the course.

**There were 60 people trained on this project.** Department of Labour funded the 120 days comprehensive training course. The learners themselves fund the 45 days' training course.

The service provider provides after care for as long as it takes the beneficiaries to complete the course. This is not a requirement, but the project manager feels that it is important to offer aftercare.

### 4.3.3. Work Practices

A spirit of teamwork prevails because all the beneficiaries are working towards the same goal. Trainees want to acquire the practical skills to be able to go out and make a living and support a family. All the beneficiaries that were interviewed were happy to be involved in the project and felt that more projects like this should be offered by the Department of Labour.



The supervisor seemed to be getting on well with all the beneficiaries and he knew all their names. He seemed to be motivating all the beneficiaries while a high level of discipline is maintained for safety reasons. The leadership style seemed to be one of inclusiveness

### 4.3.4. Networking

The academy possesses an excellent networking system to promote placement. The EDA networks with SETAs, the Government, the corporate sector and other stakeholders to ensure the development of complete solutions in relation to training requirements.

### 4.3.5. Infrastructure

The service provider provides everything required for the courses and also sponsors a floating trophy for the student of the year. The workshop has all the necessary equipment a motor-mechanic would need as well as two old cars that are used to practice disassembly and re-assembly processes. A solid infrastructure ensures that courses will be uninterrupted.

## 4.4. Placement

**Placement for the Motor-mechanics and the Car Washers is 100%.** Sixty beneficiaries were placed in employment. A good networking system allows the academy to place the beneficiaries with car dealerships throughout Gauteng for the car wash and for the Motor-Max. They are also placed with mechanic shops throughout Gauteng. Most of the beneficiaries have stayed on after the three-month window period has expired.

### 4.4.1. Quality of Life Improvement

Improvement of quality of life for beneficiaries as a result of being trained and placed on this project, include:

- Each beneficiary is earning enough money per month to feed his or her family;
- They are equipped with marketable skills;



- They receive a qualification after completion;
- They all have bank accounts and are shown how to use them; and,
- A small number of beneficiaries have even been able to buy their own vehicles.

#### **4.5. Human Resource Management**

Human Resource Management does not exist.

There is no official person employed to sort out problems the trainees have, but while undergoing training, the service providers handle all these problems.

#### **4.6. Marketing**

The market is the motor-mechanic industry. EDA supplies qualified mechanics to industry. The empowerment received will also allow self-employment.

There is no marketing strategy in place at the moment to recruit trainees; the message is spread by word of mouth. In the future, EDA hopes to embark on a proper marketing campaign.

#### **4.7. Finances**

The EDA owns the project and is responsible for its financial management within the larger system. Williams Hunt facilitates financial matters once the beneficiaries are placed in a work unit.

#### **4.8. Sustainability of Project**



This project realises 6 of the 8 sustainability indicators. The Motor-Max project is exceeding the placement ratio of 70%, the participants experience increased earnings and their future employment possibilities improve. The project offers sustainable livelihood and the equity targets are met.

Sustainability of the project is further enhanced by the skills transfer that is taking place and by the commitment of the service provider (project manager).

#### **4.9. Factors that Influence Development of the Project**

##### **4.9.1. Positive Factors Present**

The project addresses a dire need in South

Africa and has the potential to equip even more previously disadvantaged youths with marketable skills. The positive factors that can contribute towards realisation of this ideal, include:

- Project manager is service provider as well which implies that the standard of training is guaranteed;
- Training is hands on and practical;
- Relevant skills that will not become redundant in the near future are transferred;
- The project is run in suitable well equipped and large buildings, equipment and facilities, therefore, are sufficient to allow expansion of the training project;
- Experienced and competent trainers are employed for the training which also guarantees a well trained beneficiary; and,
- The experience on the part of the service provider talks and can open doors.

#### **4.9.2. Challenges**

Some of the challenges that the project faces are:

- Human Resource management is neglected. A project of this size should have human resource management systems in place;
- Keeping up with technological development in an ever changing world is time consuming and expensive, but has to be done;
- Maintaining the networking system for the placement of trainees might become problematic;
- The Big Five Car Manufacturers have to be convinced that the EDA qualified person is worth employing; and,
- Marketing and recruitment strategies are lacking.

#### **4.10. Recommendations**

A special team should continuously research new technological development to keep the project informed and to produce lifelong learning trainees with skills to identify and adapt to the new technology.

Formal Human Resource Management systems have to be put in place, especially if the project is hoping to expand. Ideally, a personnel officer should be appointed.

A marketing strategy needs to be developed and a recruiting and placement system designed. Using word of mouth is not sufficient for recruitment and not conducive to placement. The ADE should become recognised in the industry as a unique trainer of good motor mechanics and cleaners.

#### **4.11. Viability of Project**

There is no doubt that the project is most viable and can look forward to a long existence. The aims the EDA strives to realise are to:

- Get more people placed, skilled and employed by the Big Five Car Manufacturers (Delta SA, Summit Group, Me Group, Bell Equipment & Metro Bus);



- Become the official feeder to industry of a new breed of motor-mechanics;
- Change the mindset of the motor industry to accept that the youth is the future.





Department of Labour

**NATIONAL SKILLS FUND SOCIAL DEVELOPMENT  
FUNDING WINDOW IMPLEMENTATION REPORT  
DOL PLACEMENT VERIFICATION STUDY**

**13 October 2003**

**KWAZULU NATAL  
SUMMARY AND CASE STUDY**



*Funded under IQC Contract Number 674-I-00-00005-00, Task Order 009*

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**Technical Support to the South African Department of Labour (DOL),  
Labour Centres (LCs) and Sector Education Training Authorities (SETAs)**

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## 1. Provincial Sample

The sample for KwaZulu Natal was made up of a total of fourteen (14) projects. Of the fourteen (14) projects, eleven (11) were informal projects. These projects tend to be poverty relief type projects of the order of farming, sewing, pig farming and pottery making. The remaining three projects (3) were formal sector projects. These projects tend to be construction type projects where beneficiaries are trained in construction and then placed at a construction site. Seven (7) of the provinces projects were Presidential Nodal Sites (Ncedomhlophe, Nquthu Taxi Rank, Izwilabantu, Ekukhanyeni, Keates Drift, Khiphokuhle [Glencoe], and Sizohubeka).

**Table 1: KwaZulu Natal- Actual Sample: Number of Beneficiaries by Project**

Project Codes	Project Names	Frequency	Percent
KZ001	Khulambokodo	5	7.7
KZ002	Khipho Kuhle	5	7.7
KZ003	Ekukhanyeni	5	7.7
KZ004	Thulvzobona	3	4.6
KZ005	Ezwe Welisha	5	7.7
KZ006	Inala Projects	3	4.6
KZ007	RNF	5	7.7
KZ008	Vukani	5	7.7
KZ009	Khuthalani	3	4.6
KZ010	Zamani Group	5	7.7
KZ011	Bho Bhoyi Housing Project	5	7.7
KZ012	Sizo Qhubeka	5	7.7
KZ013	Zikhanyiseleni	6	9.2
KZ014	Siyakhula	5	7.7
<b>Total</b>		<b>65</b>	<b>100.0</b>

## 2. Initial Placement Findings

Research findings on placement verification statistics reveal an **80% placement rate** using attendance register data.

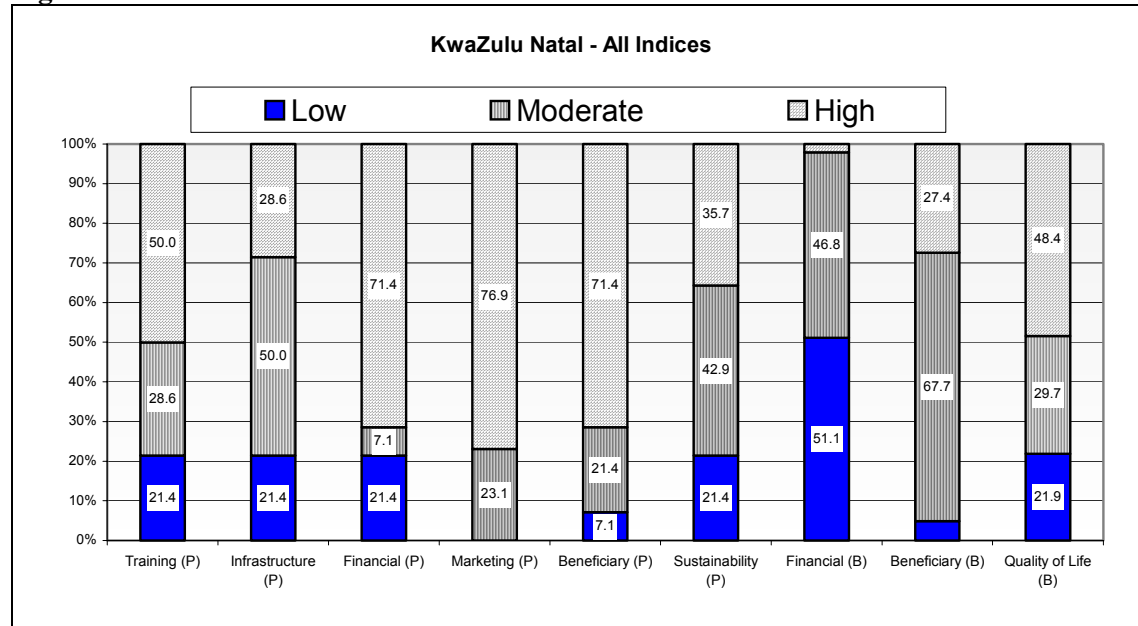
DoL records on placement verification reveal 81% placement rate. Of the 145 beneficiaries placed, 109 (75%) females were placed and 36 (25%) males. Ten (10) disabled beneficiaries were placed on projects.

## 3. All Indices

The figure below illustrates the distribution (by percentages) of measures in place for each of the major indicators of project sustainability for this province: Training, Infrastructure, Financial, Marketing and Beneficiary Involvement, Sustainability by Project Checklist (P), and Financial, Beneficiary Involvement and Quality of Life by Beneficiary Questionnaire

(B). The various indices reflect stages of existing practices for each of the nine categories above towards creating successful and sustainable projects.

**Figure 1: KwaZulu Natal All Indices**



As can be seen above, from a project managers' perspective, Beneficiary Involvement, Marketing and Training indices are high. This suggests that these components are in place and are working. Infrastructure index is seen to be moderate. This could be due to the fact that many of these projects are more rurally based and therefore do not have the necessary infrastructure in place to be very successful. From a beneficiary perspective, Quality of Life index is seen as high to moderately high. This suggests that beneficiaries are feeling positive about their futures as a result of being placed on the projects. In comparison, Beneficiary Involvement is viewed as moderate, suggesting that beneficiaries are not as involved in the running of the project as they would like to be. Financial measures are reported as low and indicate that beneficiaries are not receiving a regular salary or wage.

## 4. Best Practice Case Study

### 4.1. Introduction

uShaka Island is a large construction project that commenced in 2002 and is set to be completed by the end of March 2004. The development is being managed by a Joint Venture of eight smaller contractors. uShaka Island is part of Durban's "Golden Triangle", the other two points on the triangle being the Casino and the International Convention Centre (ICC).

#### 4.1.1. Company Profile and Background

**Province:** KwaZulu Natal  
**Name of Project;** uShaka Island  
**Venue (location):** South Beach, Durban  
**Funding Partner(s):** City of Durban, DBSA, and Citi Bank—US \$700m  
**Project Description:** uShaka Island is a marine theme park situated right on Durban's South Beach. It will accommodate the South African Association for Marine Biological Research (SAAMBR) and its Sea World, as

well as shops, restaurants and other tourist attractions. uShaka Island is a large construction project that commenced a year ago and is set to be completed by the end of March 2004. The development is being managed by a Joint Venture contractor (Mpophoma) that comprises Stocks and Stocks, Concor, JT Ross, Stefinotti and eight smaller contractors. uShaka Island is part of Durban's "Golden Triangle", the other two points on the triangle being the Casino and the International Convention Centre (ICC).



<b>Project Employee Description:</b>	Unemployed individuals from the local community and mostly black males.
<b>Skills Offered/Trained:</b>	Mostly civil construction skills, including concrete reinforcing, electrical cable laying, brick laying, carpentry, plumbing, shuttering, plastering, painting and first aid.
<b>No. of DoL Trained:</b>	510
<b>Begin and End Dates of Training:</b>	October 2002 to December 2002
<b>No. of DoL Trained that were Placed:</b>	200 on the site and another 40 were placed by another contractor on another project. Given the tight construction schedule, the contractor believes that many of the remaining beneficiaries will be placed.
<b>No. of DoL Trained that are no longer on project:</b>	270 have not been placed yet.
<b>No. of DoL Trained that are still on project:</b>	Approximately 200

**Placement Verification:**

Because of the nature of the uShaka Island site (a large civil construction zone), it was impossible for the consultant to conduct any sort of head count or placement verification.

**Project Chairperson/Leader/Manager Name:** Petros Nene, HR Manager of the Mpophoma Joint Venture contractor.

#### **4.1.2. Physical Environment**

uShaka Island is a marine theme park development on Durban's South Beach "Point" area, which had become neglected. At present the project is a large construction site with numerous buildings and fittings being developed/installed.

The project is the third point of the Golden Triangle—the casino and the ICC being the other three points. It is right on South Beach, facing the Indian Ocean.

### **4.2. Management and Administration**

#### **4.2.1. Administration**

Administration is done well. There is a database of possible beneficiaries as well as registers.

#### **4.2.2. Management**

The project is managed by a Joint Venture contractor (Mpophoma) that comprises Stocks and Stocks, Concor, JT Ross, Stefinotti and eight smaller contractors. The contractor informed DoL of the types of skills and numbers required. DoL identified training providers through the TUP database and selected them on the basis of previous allocations and track records. The beneficiaries were selected from the work seekers database.



Evidence of systems and structure were visible during the site visit.

The contractors use project management techniques to keep to the work schedule.

### **4.3. Project Operations**

During the observation, the consultant was taken to the uShaka Island construction site and was only able to observe from a distance due to

the construction nature of the project. The consultant observed workers building numerous structures around the site.

#### **4.3.1. Equipment**

The contractors are using heavy and light machinery to build the theme park. Materials include cement, sand, crushed stone, wooden shutters, reinforcement steel and other construction related materials. All materials required for training individuals are available on site.

#### **4.3.2. Training and Skills Available**

Nine training providers have been employed. The training is in the construction sector in concrete reinforcing, electrical cable laying, brick laying, carpentry, plumbing, shuttering,



plastering, painting and first aid. Contractors provide overalls and safety equipment for the placed beneficiaries.

The only aftercare noted was that DoL staff make regular visits.

#### **4.3.3. Work Practices**

Consultant was unable to observe actual work practices given the fact that the observation was made from afar.



#### **4.3.4. Networking**

A networking system is in place and is maintained particularly for placement and marketing.

#### **4.3.5. Infrastructure**

There are currently about 1760 employees on the site of which 200 have been placed via the DoL training. It must be noted that the contractors to a large extent brought their own skilled workers and management. Technical and physical resources come from the contractors who are the service providers.

#### **4.4. Placement**

Training is demand-based determined by sub-contractor requisitions to the human resource manager, who then consults the Department of Labour trainee list and places beneficiaries with the sub-contractor. Rates are in alignment with construction industry salaries.

Another contractor on an outside project employed forty beneficiaries; to date only 200 have been placed.



#### **4.5. Human Resource Management**

A human resources Management system was introduced and currently runs well and there is a Human Resource Manager on site.



#### **4.6. Marketing**

At the moment, the labour market is for construction workers. uShaka Island will be a theme park that will bring more tourism to Durban and create more jobs. It will also rejuvenate the Point area of South Beach.

#### **4.7. Product Development**

Tourists that are expected to visit the site, can necessitate product diversification for the many trainees that are not placed. If the placement rate does not improve, more competitive skills in other areas should be considered.

#### **4.8. Finances**

Contractors use a set schedule of pay rates by job position—this Zone Labour Agreement documents industrial relations procedures, practices and standards and is signed by the employer representative associations and the employee representatives (the unions). The contractor signs an employment contract with the beneficiary and this is co-signed by ITMA. ITMA audits wage payments to ensure that beneficiaries get paid.

#### **4.9. Sustainability of the Project**

The following five sustainability factors are met by the project:

- Inter-departmental collaboration does take place, the project is co-funded by the City of Durban through the DBSA and Citi Bank;
- Participation in nodal project is also realised;
- People who would have been unemployed are employed, there are increased earnings;
- The skills acquired by beneficiaries ensures future employability since the training is demand driven; and,
- Beneficiaries can expect sustainable livelihood.

This project has the potential to place all the 510 beneficiaries before the project deadline nears in March 2004. The project is currently building the skill sets of unemployed

individuals and providing temporary construction jobs, thereby increasing earnings, and providing future employability and/or SMME opportunities in the construction sector.

#### **4.10. Factors Present that Influence Development Positively**

##### **4.10.1. Positive Factors/Best Practices**

Positive factors that are present include:

- Training is demand driven;
- Administration and management are taken good care of;
- Project has a functioning human resource management system;
- A networking system is in place; and,
- Marketable skills are offered.

##### **4.10.2. Challenges**

b. Challenges that the project has to resolve include:

- Beneficiaries do not own the project and do not regard it as "Ours";
- Low placement rate, currently only 30 percent of beneficiaries had been placed; and,
- Equity targets are not met the majority of trainees are Black males.

#### **4.11. Viability of Project**

This is a large theme park project sponsored by the City of Durban. It will increase tourism to Durban and therefore there will be employment spin-offs.





Department of Labour

**NATIONAL SKILLS FUND SOCIAL DEVELOPMENT  
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**13 October 2003**

**LIMPOPO  
SUMMARY AND CASE STUDY**



*Funded under IQC Contract Number 674-I-00-00005-00, Task Order 009*

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**Technical Support to the South African Department of Labour (DOL),  
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## 1. Provincial Sample

The sample for Limpopo was made up of a total of twenty-nine (29) projects. Of the twenty-nine (29) projects, seventeen (17) were informal projects. These projects tend to be poverty relief type projects of the order of farming, sewing, pig farming and pottery making. Another ten (10) projects were classified as semi-formal projects. These tend to be similar to the informal projects, for example sewing, pottery, poultry farming and business skills training. The remaining two projects (2) were formal sector projects. These projects tend to be construction type projects where beneficiaries are trained in construction and then placed at a construction (timber frame) or building site. Sixteen (16) of the provinces projects were Presidential Nodal Sites.

**Table 1: Limpopo - Actual Sample: Number of Beneficiaries by Project**

Project Codes	Project Names	Frequency	Percent
LP002	Rakopi Bakery	5	3.8
LP003	Phuthanang Bakone Disabled	5	3.8
LP006	Tipfuxeni	5	3.8
LP007	Ahitipfuxeni	5	3.8
LP008	Tswelopele	5	3.8
LP009	Bollanoto Project	5	3.8
LP010	Kamogelo ADP	5	3.8
LP011	Malokela Vegetable Project	5	3.8
LP012	Boskop Project	5	3.8
LP013	Tsogaitirele	3	2.3
LP014	Mashashane Disability	5	3.8
LP015	Grace & Hope Vegetables	5	3.8
LP017	Ebenezer	5	3.8
LP018	Basadi Ba Bapedi	5	3.8
LP019	Sekhukhune Poultry	5	3.8
LP020	Correctional Services	4	3.1
LP021	Pfunekani	3	2.3
LP022	Ipopeng Fishery	3	2.3
LP024	Rasematia Vegetables	5	3.8
LP025	Makahlule Chivika	5	3.8
LP026	Madikanono Pottery	6	4.6
LP027	Itireleng Bakery	4	3.1
LP028	Phalaborwa Mini Bulk Bags	5	3.8
LP029	Phafogang Project	5	3.8
LP030	Mamodi Poultry	5	3.8
LP031	Lerato Project	3	2.3
LP032	Boitirelo Project	5	3.8

Project Codes	Project Names	Frequency	Percent
LP033	Le Rena Re Ka Kgona	5	3.8
<b>Total</b>		<b>131</b>	<b>100.0</b>

## 2. Initial Placement Findings

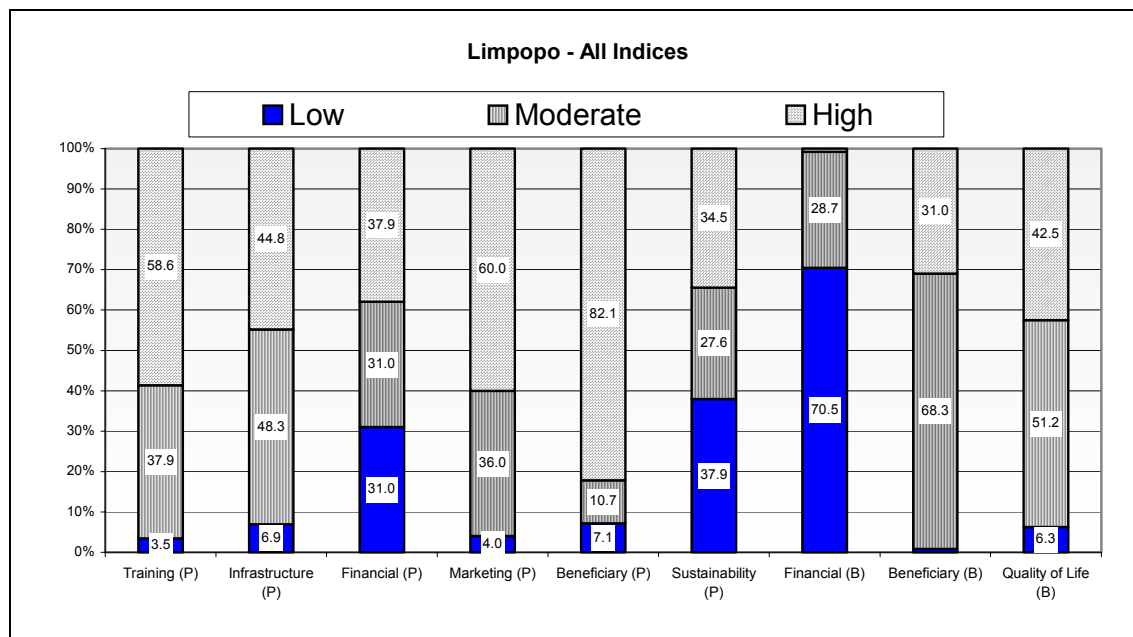
Research findings on placement verification statistics reveal a **61% placement rate** using attendance register data.

DoL records on placement verification reveal 110% placement rate. Of the 695 beneficiaries placed, 407 (59%) females were placed and 288 (41%) males. No disabled beneficiaries were reported as placed.

## 3. All Indices

The figure below illustrates the distribution (by percentages) of measures in place for each of the major indicators of project sustainability for this province: Training, Infrastructure, Financial, Marketing and Beneficiary Involvement, Sustainability by Project Checklist (P), and Financial, Beneficiary Involvement and Quality of Life by Beneficiary Questionnaire (B). The various indices reflect stages of existing practices for each of the nine categories above towards creating successful and sustainable projects.

**Figure 1: Limpopo All Indices**



As can be seen above, from the project managers' perspectives, Beneficiary Involvement, Marketing, Financial and Training are all reported as high. This suggests that these practices are successfully in place. The project managers report Infrastructure as moderate, suggesting that this could be partially in place, but requiring further work to get it up to standard. This could also be attributed to a high emphasis being placed on involving beneficiaries in the running of the projects resulting in less emphasis being placed on other aspects of the project. From a beneficiary perspective, Quality of Life and Involvement practices are seen as moderate. This suggests that for both of these indices, something positive is happening but

more is needed. The Financial index is reported as low, suggesting that very little financial reward is being given to beneficiaries. This could again be as a result of the project emphasis being placed elsewhere within the project.

## 4. Best Practice Case Study

### 4.1. Introduction

The Department of Water Affairs initiated the Nandoni Dam resettlement project under the Free Basic Water Programme in conjunction with the community under leadership of chief Ramuvha. The whole community has to be re-located from where the dam is going to be built and resettled at another site.

Four hundred new houses will be built. This intensive building programme supplied a reason for teaching members of the community building skills. The intention was to let the community build their own houses and acquire marketable skills.

Mr MG Senomela accompanied a fieldworker from the Department of Labour. The carpeting instructor became the guide and led the way to the site office. One man, who mainly regulates access of visitors and other people to the site, was present in this office. (For a meeting with a manager, the fieldworker was referred to the departments.)

#### 4.1.1. Company Profile and Background

<b>Province:</b>	Limpopo
<b>Name of Project:</b>	Nandoni Dam Resettlement Project
<b>Venue (location):</b>	Ha-Ramuvha, Vhembe District
<b>Funding Partner(s)</b>	Department. of Water Affairs, Department of Labour
<b>Project Description:</b>	The project entails the relocation of 400 families from where the dam is going to be built, to resettle them at another site. Members of the families of the prospective owners of the new houses are to be trained to build their own houses.
<b>Project Employee Description:</b>	Unemployed Community members of varying ages
<b>Skills Offered/Trained:</b>	Brick laying; plastering; carpentry; plumbing; and painting and decorating
<b>Number of Department of Labour Trained:</b>	Brick laying 12 Plastering 12 Carpentry 12 Plumbing 12 Painting and Decorating 12

#### 4.1.2. Physical Environment

The project extends over 4 hectares of virgin area near Ha Ramuvha in the Vhembe district.



No houses have been completed yet, but about 50 are nearing completion.

A clinic has been completed and is run by two nurses and 2 doctors. The clinic has childbirth facilities. The Community Hall and a church are also nearing completion.



Houses are spaced well and the site is attractive.

The Chief's kraal contains one huge rondavel meant for entertaining guests, his lodgings, his wife's lodgings and a lakgotla centre for community meetings. All buildings of this project will have plumbing for fresh water supply.

Many houses are nearing completion and this presents a very pleasing sense of development because the houses are attractive and there are four types of houses depending on what the types of houses owned before the project was launched. Some houses have four bedrooms, some three and some two plus a rondavel. Face bricks of a brownish colour are used for the house exteriors.

## **4.2. Administration and Management**

Management of the project is done by the Department Water Affairs, the Department of Labour and the Service Provider. The Service Provider is managing the training component.

### **4.2.1. Administration**

Training administration, for example filling in registers, marking of attendance registers and dealing with absenteeism, is done by the five trainers provided by the Service Provider, Mohamane.

Registers are kept up to date and marked once a day by the trainers. In addition, officials from the Department of Labour regularly check these.

### **4.2.2. Management**

A building contractor (service provider) is responsible for the building of the houses and the management of the site. He employs the trainees after they have completed their courses. Persons in training are not remunerated although they do assist in the building of the houses. Trainees complained of being hungry.

Planning is done by the Service Provider and the Department of Water Affairs. Six instructors were present because bricklaying has two instructors.

## **4.3. Project Operations**

### **4.3.1. Equipment**

Sufficient equipment is available to instruct trainees. Each working station has its own wheelbarrows, paint etc. The trainers take responsibility for the equipment.



*Development Associates, Khulisa Management Services, JET, CEPD and R11*

On the day of the visit the painting and decorating trainees were lounging about, waiting for paint. When the researcher left 4 hours later, the paint still had not arrived.



### 4.3.2. Training and Skills Available

Department of Labour training was started on 14 June 2002, the first trainees completed courses during November and December 2002. The training provider is Muhamane, a female. Skills training is provided in bricklaying, plastering, carpentry, plumbing and painting and decorating. Training materials are supplied by the service providers and consist of on-the-job training.

Courses presented last 80 days and always are introduced by a theoretical component at the Muhamade Training Centre.

On the day of the visit 49 out of 60 trainees were present on the site. Although registers are marked regularly, absenteeism does not influence the acquisition of a certificate. All the trainees receive certificates and complete the courses simultaneously regardless of attendance.



Post Training Aftercare automatically is done by service provider who employs those who have completed their training and who is responsible for quality control.

### 4.3.3. Work Practices

Muhamane is the service provider, responsible for building of the houses and for training the community members in building related skills.

A building contractor is responsible for the building of the houses and for quality control of building and training. The service provider employs the trained people after they had completed their courses. The trainers plan their training themselves and instruct trainees on the job. The trainees are expected to physically apply their skills while the buildings are erected.

Each instructor is allocated a house as it becomes available, where on-the-job training is done e.g. carpentry will be working on one house, plastering the next etc., and they are responsible for completing the component in said houses. Instructors plan the training themselves based on the requirements of the Department and the building



contractor who is responsible for quality control.

The training is done in such a way that it supports the schedule for the completion of the houses. The Department of Labour and the builders are maintaining excellent quality control. Instructors are well trained and maintain a professional, but friendly relationship with their trainees.

#### **4.3.4. Infrastructure**

The project possesses the necessary infrastructure to develop. There is a learning centre for theoretical learning and sufficient equipment to use as teaching aids. Finances and administration are provided for.

#### **4.4. Placement**

Fifty-eight Department of Labour trained workers were employed on site when they completed their course in September 2002. **This means a placement of 76%.** Two of the sixty trainees are currently self employed and no longer on the project.



A second group is currently in training. The number of new trainees on project once more is 60. They have completed the theoretical part of the course and are doing practical on the building site.

#### **4.5. Human Resource Management**

There were no signs of human resource management except for registers that are regularly marked and the monitoring done by officials of the Department of Labour.

#### **4.6. Marketing**

Marketing must have been done to persuade the community to resettle, but this project is not about selling or buying, but about equipping people to become independent. Marketing per se is not important.

#### **4.7. Product Development**

The resettlement project is a unique kind of project. Although the product delivered is marketable building skills, the product cannot consider diversification. Marketing of the product is not an issue because it is about empowerment of community members.



The dam that is being built can most probably become a tourist attraction. When or if this happens the beneficiaries will have different options.

#### **4.8. Finances**

The two government departments in collaboration with the Service Provider are in charge of finances.



#### **4.9. Sustainability of Project**

This project realises 6 of the 8 sustainability indicators. It is meeting more than the 70% placement ratio, has ownership by participants, provides increased earnings by beneficiaries, improves future employability, and offers sustainable livelihood for participants and equity targets are met.

The project will be terminated once resettlement had been completed, but persons trained will possess marketable skills or will be capable of self-employment.

The beneficiaries are people who were unemployed and as a result of the project now have employment or are self-employed. Self-employment or marketable skills were the aims of the training. Because of the money earned the products of other community members can be bought, there are several hawkers on the site. Life quality is improving and once the families are settled in their new village, young and old will feel the impact of the project.



The people had already been living in this area and are not re-located to unfamiliar surroundings, which must be the reason why it is accepted so well. The people are in any case moving to better houses than they currently have. Because of the participation in the building of the houses the community took ownership. The clinic is a great bonus to the community and is used very often. The Chief is recognised by building of the new kraal. The re-settlement is long term, but the short-term benefits of training and employment project will eventually be terminated, but the impact will remain.



#### **4.10. Factors that Influence Development of the Project**

##### **4.10.1. Positive Factors Present**

The positive factors that make this project a best practices project, include:

- People involved are enthusiastic about the project because they will be getting better houses than they ever had lived in;
- The community has taken ownership of the project;



- Trainers are very professional and training is done well; and,
- The dam has the potential of becoming a tourist attraction.

##### **4.10.2. Challenges**

The negative factors that present a challenge to the project, include:

- The area in which the project is situated is remote and the dust road leading to it not in the best possible condition;

- Trainees are not remunerated for the on-the-job training; and,
- Supply of equipment must be planned on a daily basis to prevent people from loitering about.

#### **4.11. Recommendations**

The following key recommendations are offered:

- Product diversification or new products should get attention. If this region becomes a tourist attraction, the community must be ready and prepared for selling tourist trinkets, fruit and vegetables.
- Developing Guest Houses should receive attention. The community should try to involve the Department of Tourism in the project.
- Better planning is essential so that time is not wasted on waiting for equipment.

#### **4.12. Viability of Project**

Currently the project is viable and people are enthusiastic about it, but when resettlement is done, the community has to be empowered to such an extent that they can survive independently.

This project works because it provides a livelihood for many and there is the possibility of moving into a well built, new, and well-designed structure where running water will be supplied. Although the training and building will eventually end, these people will always possess marketable skills and will most probably be in a position to care for their families.

The area can easily develop into a big tourist attraction if this potential is exploited now and project management acts pro-actively to prepare the community on tourists in their vicinity.





Department of Labour

**NATIONAL SKILLS FUND SOCIAL DEVELOPMENT  
FUNDING WINDOW IMPLEMENTATION REPORT  
DOL PLACEMENT VERIFICATION STUDY**

**13 October 2003**

**MPUMALANGA  
SUMMARY AND CASE STUDY**



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## 1. Provincial Sample

The sample for Mpumalanga was made up of a total of twenty-two (22) projects. Of the twenty-two (22) projects, twenty (20) were informal projects. These projects tend to be poverty relief type projects of the order of farming, sewing, pig farming and pottery making. The remaining two projects (2) were formal sector projects. These projects tend to be construction type projects where beneficiaries are trained in construction and then placed at a construction (timber frame) or building site. Also, two (2) of the provinces projects were Presidential Nodal Sites (Megokgo Ya Lethabo Bakery and Zamokuhle Brick Making).

**Table 1: Mpumalanga - Actual Sample: Number of Beneficiaries by Project**

Project Codes	Project Names	Frequency	Percent
MP001	Thuthukani Project	18	15.8
MP002	Izandla Zethu Project	4	3.5
MP003	Phakamile Aged Group	4	3.5
MP005	Megokego Ya Lethabo Project	3	2.6
MP006	Jeppe's Reef	6	5.3
MP007	Impumelelo Poultry Project	5	4.4
MP008	Topsy Foundation	4	3.5
MP009	Masisizaneni Women's Club	4	3.5
MP010	Freedom Service/Afrihub	3	2.6
MP011	Hlolenyatha Day Care	4	3.5
MP012	Sizanani Hiring Club	3	2.6
MP013	Legogote (Masivukeni Art)	5	4.4
MP014	Bhekokuhle Brickworks	5	4.4
MP015	Vukuzenele Brickmaking	5	4.4
MP016	Kusile Arts & Crafts	5	4.4
MP017	Zamokuhle Bakery	5	4.4
MP018	Ikhaya Labomama	5	4.4
MP019	Rusplaas Women's Group	6	5.3
MP020	Izandla Zethu Baking	5	4.4
MP021	Khutsalani Poultry Farming	5	4.4
MP022	Embahenhle Project	5	4.4
MP023	Masibambane Disabled	5	4.4
<b>Total</b>		<b>114</b>	<b>100.0</b>



## 2. Initial Placement Findings

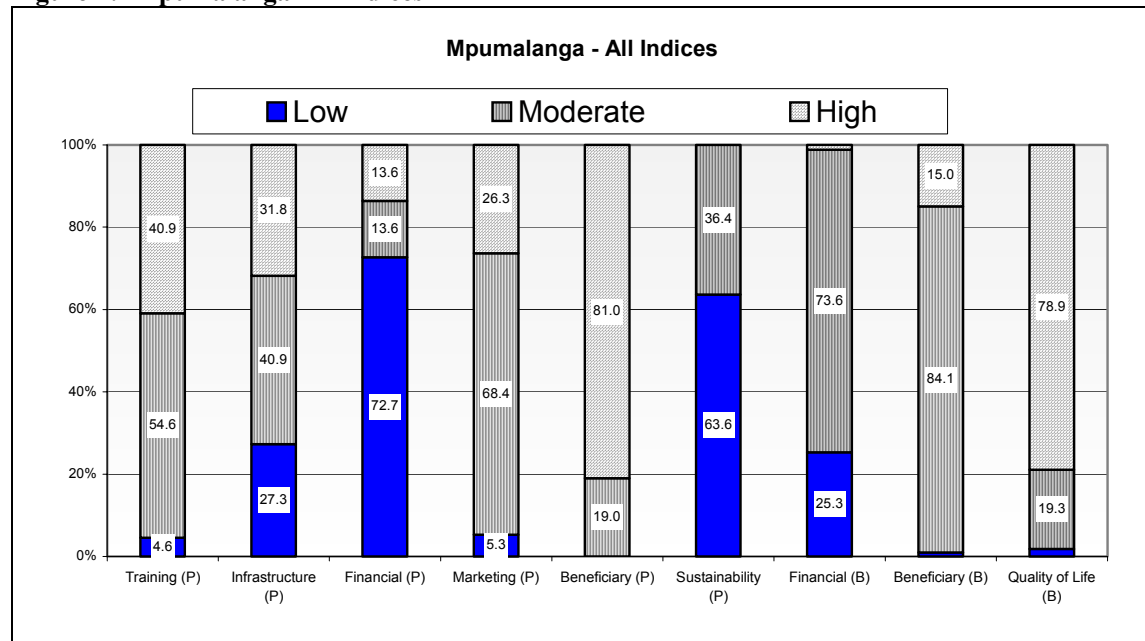
Research findings on placement verification statistics reveal a **70% placement rate** using attendance register data.

DoL records on placement verification reveal 83% placement rate. Of the 241 beneficiaries placed, 219 (91%) females were placed, and 22 (9%) males. Twelve (12) disabled beneficiaries were placed.

## 3. All Indices

The figure below illustrates the distribution (by percentages) of measures in place for each of the major indicators of project sustainability for this province: Training, Infrastructure, Financial, Marketing and Beneficiary Involvement, Sustainability by Project Checklist (P), and Financial, Beneficiary Involvement and Quality of Life by Beneficiary Questionnaire (B). The various indices reflect stages of existing practices for each of the nine categories above towards creating successful and sustainable projects.

**Figure 1: Mpumalanga All Indices**



As can be seen above, from the project managers' perspectives, Financial is reported as low, which could indicate that these projects are not making any excess money or any money at all. Marketing, Training and Infrastructure are reported as moderate. This could be attributed to a greater emphasis being placed on these aspects of the project instead of the finances. From a beneficiary perspective, Quality of Life index is reported as high, suggesting that even though the project is not making money the beneficiaries feel that they are better off as a result of being placed on the project. Beneficiary Involvement and Financial indices are seen as moderate, suggesting that beneficiaries require more involvement in the running of the project and that the projects have not yet reached their full financial potential.

## 4. Best Practice Case Study

### 4.1. Introduction

Kromdraai is a very poor area in Mpumalanga and there are no job opportunities. A group of unemployed adults decided to approach the Dept of Social Services with a business plan to grow tomatoes and green peppers in hydroponics. The application for funds was successful And 21 stakeholders started the project near Kromdraai, Eerstehoek in the Albert Lethuli District.

#### 4.1.1. Company Profile and Background

<b>Name of Project:</b>	Ekulindeni Hydroponics
<b>Venue (location):</b>	Kromdraai, Eerstehoek, Albert Lethuli District, Mpumalanga
<b>Funding Partner(s)</b>	Department of Social Services, Department of Labour
<b>Project Description:</b>	The project is funded by the Department of Social Services and the training is funded by Department of Labour. The project entails planting and growing of first grade tomatoes and green peppers in a hydroponics mixture in tunnel structures.
<b>Project Employee Description:</b>	Unemployed adults of different ages from Kromdraai
<b>Skills Offered/Trained:</b>	Vegetable cultivation, bookkeeping

#### 4.1.2. Physical Environment

The project is situated in a beautiful valley near the Parks Board camp, Kromdraai. Unfortunately the area is almost inaccessible via road.



It is far from a highway, far from towns and cities and shopping areas.

The project site itself is attractive and clean but because of being situated in a low valley, it will become unbearably hot in summer in this sub-tropical area.

The project possesses eight plastic tunnels that are in excellent condition, two stores and one office made from corrugated iron.

## **4.2. Management and Administration**

### **4.2.1. Administration**

Two female employees do the bookkeeping and regularly mark the registers to report any discrepancies to the Department of Social Services, but they also have to work in the tunnels.



Books are well kept and neatly stored in a filing cabinet.

## **4.3. Management**

The management team consists of five of the stakeholders of which Sibongele Lesaya Matibuko is the team leader and manages the project on a daily basis. Daily recording of finances and attendance as well as working rosters defines management in this case.



The project can improve with better management. Management is supervised and monitored by the Dept of Social Services, while the Dept of Labour monitors training.

### **4.3.1. Networking**

The three members of the project's management team who were interviewed do not know what networking is and, therefore, do not realise the benefits it may have for the project.

They do not know that there are supporting structures outside the project available for utilisation.

Management demonstrates a complete lack of business insight and interpretation of trends that influence trade.

#### **4.4. Project Operations**

The tomato and green pepper seedlings bought in White River are planted in black plastic bags filled with a mixture of hydroponics and sawdust. This mixture is specially prepared to ensure that no weeds are present.



The bags with the seedlings are placed in a plastic tunnel in long rows approximately one meter apart and need to be watered at least once a day throughout the growth period. This is done manually. The canvasses that cover the ground in the tunnels are kept spotlessly clean. To prevent any plant disease from spreading to the plants, workers wear gumboots and dip their feet in water before entering the tunnels.

As the plants grow taller, they have to be trained to grow towards the roof of the tunnel by tying them to hand made rope trellises extending from the floor to the roof. This leading up of the plants is also done on a daily basis.

The vegetables are sprayed regularly with chemicals against pests and disease.

The temperature in the tunnels has to be regulated to promote growth and to prevent sudden cold spells from ruining the product. This is done automatically with a special radiator checked and controlled from within the equipment store. There are employees on the premises for 24 hours of the day. Night and day shifts are implemented.



Picking of ripe vegetables is done manually. No packaging for a market is done.





The vegetables grown in the tunnels are first grade, healthy and huge.

#### 4.4.1. Equipment

The equipment available and utilised for production consists of:

- 8 new growing tunnels
- 1 new heating radiator
- 1 large fruit and vegetable spray
- 4 wheelbarrows
- Spades and pruning sheers
- 2 large containers
- Several smaller containers
- Rope, sawdust, plastic bags
- 16 pairs of gumboots.



Office equipment consists of a desk, a filing cabinet and two chairs

#### 4.4.2. Training and Skills Available

Twenty-one persons were trained in growing the hydroponics vegetables and five were also trained in bookkeeping and management skills.

#### **4.4.3. Work Practices**

According to the managing director, the main characteristic of work practices is teamwork.

Those employees involved in the project full time work as a team where each person knows exactly what is expected of him/her.

Absenteeism does not present a problem; employees are on the job regularly.



#### **4.5. Placement**

Five of the Department of Labour trained employees are no longer on the project, 16 employees, of which 13 work day shift and 3 night shifts, have remained on the project.

#### **4.6. Marketing**

Marketing is the project's weak spot. The only existing market is the neighbouring Kromdraai camp. Consequently the project is not run at a profit. The Dept of Social Services assists with distribution of the product.

Factors that hamper marketing are:

- Inaccessibility because of the poor roads;
- No vehicles to transport product to larger markets like Nelspruit;
- No marketing research is done to determine product development and diversification, demand and supply;
- Cash flow problems; and
- Ignorance as far as marketing is concerned.

#### **4.7. Product Development**

No plans for product development or diversification exist for the project. This will eventually result in lack of competitiveness in growing new vegetables for marketing and in over supply of some vegetables. Lack of product development thus will influence the sustainability of the project negatively.

Changes, adaptations or improvements to meet market needs could increase productivity. The management team has thus far not considered any expansion of the project.

#### **4.8. Human Resource Management**

No person responsible for Human Resources had been appointed. Human Resource management entails the recording and filing of employees' personal particulars and keeping attendance registers up to date to account for absenteeism. No other HR management systems are in place.



There is a basic salary structure for employees: the salaries range between R166 and R500 per employee. The business is based on profit sharing

#### **4.9. Finances**

The Dept of Social Services closely monitors finances. Management does not draw up financial statements, but operates on a monthly budget. The money is deposited in the bank and management is responsible for distributing it and paying of salaries. Financial transactions are recorded meticulously. Money generated by the product is paid over to the Department of Social Services from where it is used to support the monthly budget.

Sales, purchases and other expenses are reported meticulously in neat and up to date files. The project is experiencing a continuous problem with cash flow, which is the reason why vehicles cannot be rented to transport the product to the market.

#### **4.10. Factors that Influence Development of the Project**

##### **4.10.1. Positive Factors Present**

The project has the potential to grow and provide jobs to quite a number of employees, the positive factors that can make this happen are:

- The necessary skills for hydroponics production are available;
- The stakeholders have taken ownership of the project and are keen to see it succeed;
- Project is situated near big markets and relatively near the main road to Nelspruit; and,
- Equipment is new and facilities are sufficient to allow production to reach full capacity.

##### **4.10.2. Challenges**

The development of the project is hindered by the following negative factors present:

- The project is situated in a remote area which is difficult to access via the road;

- Infrastructure challenges are not sorted out yet;
- In spite of training received, poor management skills are hindering development;
- The product and the company are unknown and do not have a recognised product brand or logo;
- Insufficient and irregular sales because of small and irregular market;
- Company is not able to develop full capacity because of lack of funds and planning;
- No marketing strategy/plan is in place;
- Product development or diversification does not receive attention because of lack of vision and funds; and,
- Transport is insufficient and expensive when products have to be sold.

#### **4.11. Recommendations**

The following recommendations are offered towards development of the project:

##### **Marketing:**

A marketing plan and sales strategy should be developed. This should include a sales strategy, a pricing strategy and an advertising strategy. Training in this regard is essential for sustainability of the project.

The product should be sold under a specific brand and logo to distinguish it as unique from other similar products, and to increase competitiveness.

The road leading to the project will have to be repaired and some kind of transport should be provided to get the vegetables to more and bigger markets quickly.

##### **Equipment:**

The equipment most urgently needed is vehicles to transport the product to the market. The project should also acquire a telephone, a fax machine, a copying machine and if possible a Computer.

Maintenance of equipment needs attention too.

##### **Product development:**

Product diversification (growing gherkins or a wider variety of vegetables) should take place and multi-skilling of employees in line with diversification, should be provided.

##### **Human Resource management:**

A basic, structured salary system should be created. This should indicate when and how much each individual was paid as well as the number of hours worked especially because some employees work flexi time.

A personnel officer should be trained and appointed to take care of Human Resource Management.

##### **Finance:**

Follow-up financial training for the management team should be provided. Training one person from management as a financial director would be ideal.

Financial management systems should be put in place.



**Networking:**

Project management should be made aware of the benefits that can be obtained through networking. Training and assistance in this regard is required so that the project management can be introduced to such structures in neighbouring towns.

**4.12. Viability of Project**

Currently the project does not produce any vegetables in excess, but four tunnels are not utilised. If proper marketing and networking is done, this project can flourish particularly during the end of year holiday season because it is situated within easy reach of Badplaas, Barberton and Nelspruit. Numerous more job opportunities can be created if a vehicle to transport vegetables to the markets can be acquired and proper networking and marketing is done.

Should the marketing challenges not be met, no product development can take place and the project will not develop further which would be a great loss if the excellent quality of the vegetables produced and the potential that this project has, in spite of the remoteness, is considered.



Department of Labour

**NATIONAL SKILLS FUND SOCIAL DEVELOPMENT  
FUNDING WINDOW IMPLEMENTATION REPORT  
DOL PLACEMENT VERIFICATION STUDY**

**13 October 2003**

**NORTHERN CAPE  
SUMMARY AND CASE STUDY**



*Funded under IQC Contract Number 674-I-00-00005-00, Task Order 009*

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**Technical Support to the South African Department of Labour (DOL),  
Labour Centres (LCs) and Sector Education Training Authorities (SETAs)**

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## 1. Provincial Sample

The sample for this province was made up of a total of sixteen (16) projects. Of the sixteen (16), fourteen (14) were informal projects. These projects tend to be poverty relief type projects of the order of farming, sewing and pottery making. The remaining two (2) projects were formal projects. These tend to be construction type projects where beneficiaries are trained in construction and then placed at a construction site. Two of the provinces projects were Presidential Nodal Sites (Griekwastad Steen Makery Project & Itekeng Vegetable Garden).

**Table 1: Northern Cape - Actual Sample: Number of Beneficiaries by Project**

Project Codes	Project Names	Frequency	Percent
NC001	Calvinia Emerging Farmers	4	7.7
NC002	Disapele Waste Management	3	5.8
NC003	Masakhane Co-Operative	2	3.8
NC004	Griquatown Brickmaking	5	9.6
NC005	Kimberly College	4	7.7
NC006	Brandvlei Emerging Farmers	3	5.8
NC007	Oasis Bakery Rietfontein	5	9.6
NC008	Good Motivation Project	2	3.8
NC009	S A Volstoom Bakery	4	7.7
NC010	Tshepo Ya Setshaba	5	9.6
NC011	Itereleng Association for Disabled	5	9.6
NC012	Kamieskroon Oorpak	1	1.9
NC013	Itekeng Vegetable Garden	5	9.6
NC014	Shani's Hair Care	2	3.8
NC015	Itereleng Delicious Bakery	1	1.9
NC016	Dipico Gemeenskapsbakery	1	1.9
<b>Total</b>		<b>52</b>	<b>100.0</b>

## 2. Initial Placement Findings

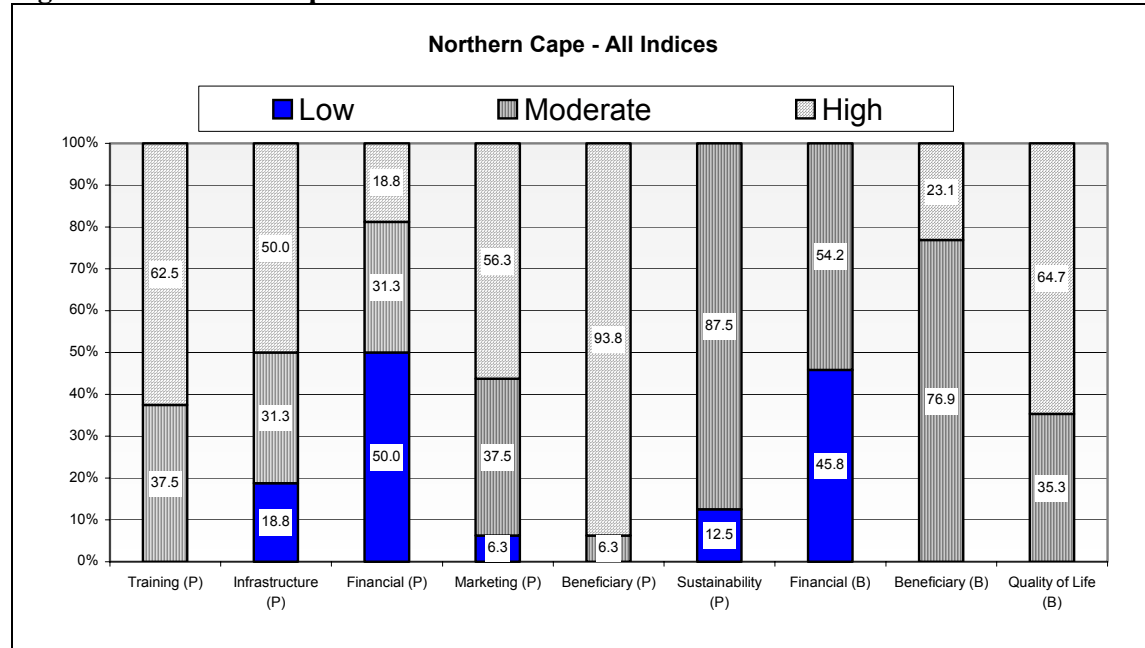
Research findings on placement verification statistics reveal a **60% placement rate** using attendance register data.

DoL records on placement verification reveal 92% placement rate. Of the 131 beneficiaries placed, 94 (72%) females were placed and 37 (28%) males were placed out of 131. No disabled persons were reported as placed.

### 3. All Indices

The figure below illustrates the distribution (by percentages) of measures in place for each of the major indicators of project sustainability for this province: Training, Infrastructure, Financial, Marketing and Beneficiary Involvement, Sustainability by Project Checklist (P), and Financial, Beneficiary Involvement and Quality of Life by Beneficiary Questionnaire (B). The various indices reflect stages of existing practices for each of the nine categories above towards creating successful and sustainable projects.

**Figure 1: Northern Cape All Indices**



As can be seen above, from the project managers' perspectives, Beneficiary Involvement is high. This sentiment is not entirely shared by the beneficiaries themselves, as can be seen from the strong moderate index reported and suggests some engagement by beneficiaries. Training, Infrastructure and Marketing indices, from project checklist measures, are perceived as high (suggesting these practices are in place) with Financial measures reporting in a low range (50%). Beneficiary Financial index is also similarly low (46%), and also reflects a higher moderate range. In comparison, Quality of Life is reported high, indicating beneficiaries are feeling positive about their future as a result of being placed on the project.

## 4. Best Practice Case Study

### 4.1. Introduction

The owner of the farm Doornfontein decided to sell his chicken business and 60 employees had to be retrenched. These employees negotiated with the farmer to buy the business from him. The 60 employees formed a committee and approached Landbank for a loan to purchase Super Chicken Farm. They were successful and received a loan of R1.6 million.

The 60 stakeholders then applied and received R2.3 million from the Department of Land Affairs. The Department of Labour contributed R 79 000, 00 towards training and Eskom Development Foundation provided the R57 000, 00 to buy one day old chickens. Products sold are live chickens, frozen chickens and giblets.

#### 4.1.1. Company Profile and Background

<b>Name of Project:</b>	Warrenton Super Chicken (Pty) Ltd
<b>Venue (location):</b>	On the farm Doornfontein near Warrenton, Francis Baart District, Northern Cape.
<b>Funding Partner(s):</b>	Department of Land Affairs, Department of Labour, Eskom, Land Bank
<b>Project Description:</b>	The project produces slaughtered and packaged chickens, sells live chickens and chicken giblets (edible scraps, intestine, and head and feet). The project was started in June 2002
<b>Project Employee Description:</b>	People that would have been unemployed after retrenchment
<b>Skills Offered/Trained:</b>	Broiler production, management and business skills
<b>Number of Department of Labour Trained:</b>	11

The Managing Director is Mabel Mothlale who is assisted by Valerie Beesnaar.

#### 4.1.2. Physical Environment

The project is situated close to the N12 Highway leading to Johannesburg and is also near an informal settlement. The project has 8 chicken sheds, one permanent building for slaughtering, packaging and refrigeration purposes and a separate one-room office.

The surroundings of the project create an impression of being clean and well kept. Four people were working on the day of the assessment due to the fact that there were no chickens in the sheds since slaughtering took place on the previous Friday. One person was doing the packaging.



This photo depicts the actual project site as described in the paragraph above.

## **4.2. Management and Administration**

The Project Manager is on site full time, but apparently does not distinguish between management and administration.

### **4.2.1. Administration**

Administration is up to date, training records and registers are neatly filed.

### **4.2.2. Management**

The management Committee has five members, but very little planning and organising are done. The committee is relying on the two departments and NCMAC for planning, organising and marketing. The project is not managed as well as it should be, operations just carry on as the people were used to it being done by the previous owner.

### **4.2.3. Networking**

The three members of the project's management team who were interviewed do not know what networking is and therefore do not realise the benefits it may have for the project, they do not know that there are supporting structures outside the project available for utilisation.

Management demonstrates a complete lack of business insight and interpretation of trends that influence trade.

## **4.3. Project Operations**

The project possesses a proper infrastructure to run operations smoothly, the facilities are available and the three markets established.

One-day-old chickens are bought and placed in the chicken sheds and fed on a special nutritional mixture for 41 days and slaughtered for the market on the 42<sup>nd</sup> day.



The manufacturing process includes the following steps:

- Slaughter
- Feather flicking
- Removing of intestine
- Cleaning
- Cutting
- Wrapping
- Packaging

The optimum capacity for slaughtering is 1 500 chickens per day, but due to breeding supply that cannot keep up with the demand, only an average of 1 300 are slaughtered on Fridays. As a result of bad management there are periods when the sheds do not have any chickens and this slows down production.

Because of this project being developed on an existing chicken production site, all the equipment (in some cases dated), facilities and storerooms are available for operating without any physical difficulties. All the stakeholders had previously worked on the farm and therefore have the knowledge to operate successfully.

#### 4.3.1. Equipment

The equipment available and utilised for production consists of:

- 1 old Bird Standard
- 2 old broiler pots
- 2 old flicker machines in good condition
- 2 old conveyor chains
- 1 old spin chiller
- 2 old scales in good condition
- 1 cutting mule in good condition
- 3 tables to work on in good condition
- 1 wrapping machine in good condition
- 1 strapping machine in good condition
- 1 staple machine in very bad condition





- 2-sealer bag machines in good condition
- 1 box stapler in good condition
- 2 fridges
- 8 chicken sheds in good condition
- 2 large containers
- Office equipment consisting of two desks, a filing cabinet and a book shelf

#### **4.3.2. Training and Skills Available**

The experience of the 60 stakeholders who had worked on the farm for the previous owner is a benefit to the project and all of them received training in business skills, broiler production, packaging and cutting up of chickens.

Management and business skills training were provided from 15 June 2002 to 15 August 2002. They also receive technical support from the Northern Cape Advisory Centre (NCMAC) on a continuous basis in order to improve productivity and to enhance competitiveness.

A second training course on broiler production and marketing for two groups of 15 each had been approved by the Department of Labour and is scheduled to start in September.

As a result of the sporadic chicken supply only 39 stakeholders are currently involved full time in the project. The rest of the stakeholders come in on a part time basis as required e.g. on the slaughtering days. This implies that 39 full time and 21 part time jobs are provided by the project.

Aftercare is provided through mentorship provided by the Department of Land Affairs and the Department of Labour.

#### **4.3.3. Work Practices**



According to the managing director, the main characteristic of work practices is teamwork. Those employees involved in the project full time, work as a team where each person has his/her role to play and even those coming in sporadically know their jobs and slaughtering and packaging do not present any problems.

#### 4.4. Marketing

The project currently sells the products to shops and the general public, while they have a contract with the Department of Correctional Services for 1000 chickens per week.



The chickens ready packed and in the fridge.

The project owns one vehicle and rents a second one to do the deliveries, but "...we desperately need vehicles because renting is expensive..." (Mabel Mothlale).

The current sales are not sufficient to keep the project going. Stakeholders are

getting discouraged because their earnings are very small. The result of this is that only 39 of the 60 stakeholders are actively involved with the project on a full time basis (Manager in interview).

Management visualises becoming suppliers for supermarkets nationally and internationally, but does not have any strategy for marketing in place. The fact that they do not have communication equipment like a fax machine or a computer, and lack of proper transport is hampering development of a marketing plan and this is experienced very negatively by management. Lack of funds thus is a stumbling block for future development because no market research is done.

NCMAC is currently assisting the project in developing a suitable trademark or brand, which will differentiate the projects' products from those already on the market. A logo or image that will be used on all products is also being developed. Training is to follow.

#### 4.5. Product Development

No plans for product development exist for the project. This will eventually result in lack of competitiveness in introducing new products on the market and it will influence the sustainability negatively.

Changes, adaptations or improvements to meet market needs will increase productivity. The manager, Mabel Mothlale, envisages starting a Take-away business on the premises where existing skills can be applied, but no real plans are in place.

The project is planning expansion of chicken sheds in response to the demand and supply problem mentioned under section 2.

Product diversification and developing multi-skilled employees will receive attention under the auspices of NCMAC.

#### **4.6. Human Resource Management**

No personnel manager is appointed. Human Resource management entails the recording and filing of employees' personal particulars and keeping attendance registers up to date to account for absenteeism. No other HR management systems are in place.

There is no basic salary structure for employees; the business is based on profit sharing.

#### **4.7. Finances**

The Department and Land bank closely monitor finances. Management does not draw up financial statements, a private firm does this, with the result that the stakeholders do not really understand what the statements convey. Beneficiaries feel that they are working hard and getting very little remuneration, and the situation is creating distrust and beneficiaries feel there is a lack of transparency.

Sales, purchases and other expenses are reported meticulously in neat and up to date files. The project is experiencing a continuous problem with cash flow, which hinders the production process because chickens cannot be bought in time to allow for a weekly slaughtering and sales. On the day of the visit to the project, the chicken sheds were empty.

If 42 days have to lapse before a next slaughtering for the market takes place, the project will not be able to survive.

#### **4.8. Sustainability of Project**

The project has 39 beneficiaries who were trained on the project as full time workers and 21 people who were also trained and who come in on slaughtering and packaging days. A placement ratio of more than 70% has been realised.

Interdepartmental collaboration is taking place between the Department of Social Services that takes responsibility for the project and the Department of Labour that is funding the training.

Participants are the owners of the farm and the project set-up. Ownership thus will play an important role in the future of the project. This taking ownership and real ownership will eventually determine expansion and productivity since stakeholders currently feel that although they have increased earnings and to a certain extent the quality of life, they are not benefiting from the project maximally (Me Beesnaar). Beneficiaries who were trained have marketable skills and might leave the project for other jobs.

The project, which can grow and expand through improved marketing and product diversification, could improve quality of life even further.

Equity targets were met.

#### **4.9. Factors that Influence Development of the Project**

##### **4.9.1. Positive Factors Present**

The project has the potential to grow and provide jobs to quite a number of employees, the positive factors that can make this happen are:

- The company is relying on NCMAC for support and advice on how to improve production;
- The company is a registered legal entity;

- The necessary skills and workers with experience of broiler production are available;
- The company belongs to the stakeholders, which promotes ownership of the project;
- Project is situated near big markets and within yards from the N12 highway leading to Johannesburg; and,
- Equipment and facilities are sufficient to allow for production to reach full capacity.

#### **4.9.2. Challenging Factors Present**

The development of the project is hindered by the following negative factors present:

- In spite of training received, poor management skills are hindering development;
- The product and the company are unknown and do not have a recognised product brand or logo;
- Insufficient and irregular sales because of low breeding of chicks;
- Company cannot develop full capacity because of lack of funds and planning;
- No marketing strategy/plan is in place;
- Product development or diversification does not receive attention because of lack of vision and funds; and,
- Transport is insufficient and expensive when products have to be delivered.

#### **4.10. Recommendations**

The following recommendations are offered towards development of the project:

##### **Marketing:**

A marketing plan and sales strategy should be developed. This should include a sales strategy, a pricing strategy and an advertising strategy. Training in this regard is essential for sustainability of the project.

The product should be sold under a specific brand and logo to distinguish it as unique from other similar products as unique.

##### **Equipment:**

The project is in need of an Instant Quick Freezing device. Currently the chickens are frozen over an entire weekend and packaging is done on Monday.

The breeding department should be improved because the breeding process is not keeping up with the demand for chicks.

##### **Product development:**

Product diversification (chicken polonies, patties etc.) and multi-skilling of employees in line with diversification, should be provided

##### **Manufacturing process:**

The breeding of chicks should become a continuous process in order for supply to meet demand. The sheds should always contain chickens at different stages of development to allow for weekly slaughtering and sales.

**Human Resource management:**

A basic, structured salary system should be created. This should indicate when and how much each individual was paid as well as the number of hours worked.

An individual should be trained and appointed to take care of Human Resource Management.

**Finance:**

Financial training for the management team should be provided. Training one person from management as the financial director would be ideal.

Financial management systems should be put in place. This will create more transparency and employees will be more content.

**Networking:**

Project management should be made aware of the benefits that exist in networking and introduced to such structures in neighbouring towns.

**4.11. Viability of Project**

The Super Chicken project has great potential for development if the positive factors present are considered. If another sponsorship can be obtained and management systems upgraded, product diversification could provide many more job opportunities.

Equipment in some cases is old and the sheds need repairs, but this need not hamper well-planned development. Plans for building more sheds are in place.

The major challenge that has to be faced is continuous supply of chickens. Chicken breeding should occur in such a way that the project can deliver 1 500 chickens every week. The project has the potential to do this.





Department of Labour

**NATIONAL SKILLS FUND SOCIAL DEVELOPMENT  
FUNDING WINDOW IMPLEMENTATION REPORT  
DOL PLACEMENT VERIFICATION STUDY**

**13 October 2003**

**NORTH WEST  
SUMMARY AND CASE STUDY**



*Funded under IQC Contract Number 674-I-00-00005-00, Task Order 009*

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**Technical Support to the South African Department of Labour (DOL),  
Labour Centres (LCs) and Sector Education Training Authorities (SETAs)**

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## 1. Provincial Sample

The sample for the North West province was made up of a total of seventeen (17) projects. All of the seventeen (17) projects were informal projects. These projects tend to be poverty relief type projects of the order of farming, sewing, pig farming and pottery making. None (0) of the projects were formal sector projects. One (1) of the provinces projects was a Presidential Nodal Site (Kuruman Poultry Production).

**Table 1: North West - Actual Sample: Number of Beneficiaries by Project**

Project Codes	Project Names	Frequency	Percent
NW001	Tshwane Empowerment Project	6	8.3
NW002	Reagile Farming Project	5	6.9
NW003	Maiteko Bakery & Catering	2	2.8
NW004	Amogelang Project	2	2.8
NW005	Woman & Youth in Agriculture	5	6.9
NW006	Phokeng Concrete Works	4	5.6
NW007	Itsoseng Bagodi Project	4	5.6
NW008	Success Community Project	2	2.8
NW009	Ikaheng Self Help	4	5.6
NW010	Tlhabogang Sewing Project	5	6.9
NW011	Thusanong Disabled Project	5	6.9
NW012	Delarey LED Farming Project	5	6.9
NW013	Are Kopaneng	5	6.9
NW014	Star Community Bakery	5	6.9
NW016	Buxton Brick Making	3	4.2
NW017	Kgotlha O'Mone Project	5	6.9
NW018	Tshwaraganang	5	6.9
<b>Total</b>		<b>72</b>	<b>100.0</b>

## 2. Initial Placement Findings

Research findings on placement verification statistics reveal a **50% placement rate** using attendance register data.

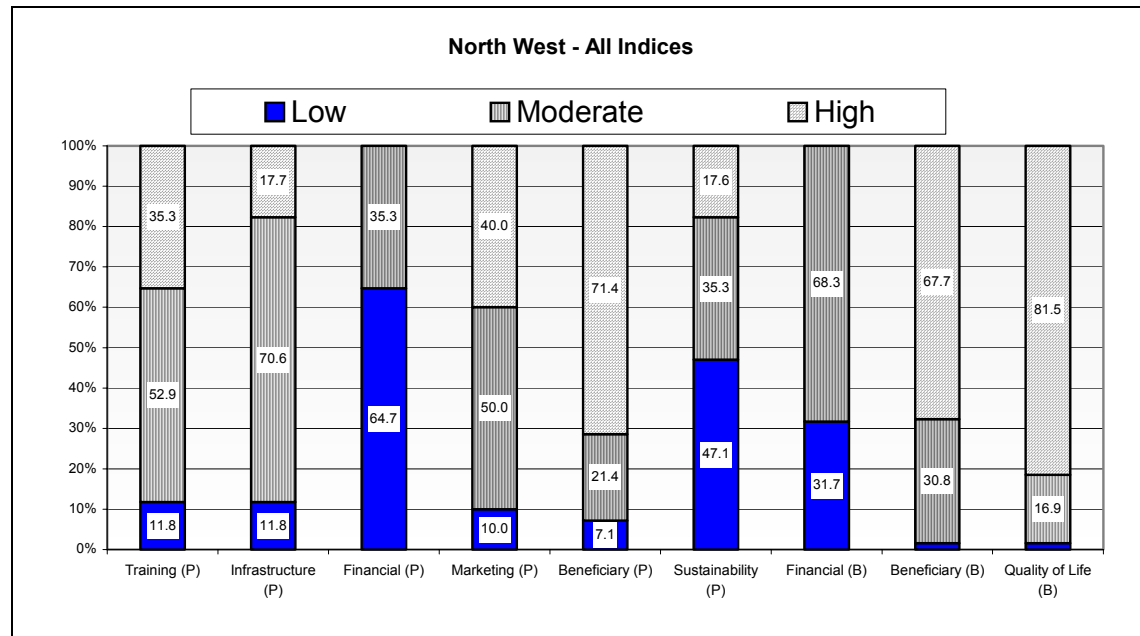
DoL records on placement verification reveal 68% placement rate. Of the 217 beneficiaries placed, 181 (83%) females were placed and 36 (17%) males were placed out of 217. No disabled persons were reported as placed.

## 3. All Indices

The figure below illustrates the distribution (by percentages) of measures in place for each of the major indicators of project sustainability for this province: Training, Infrastructure, Financial, Marketing and Beneficiary Involvement, Sustainability by Project Checklist (P), and Financial, Beneficiary Involvement and Quality of Life by Beneficiary Questionnaire (B). The various indices reflect stages of existing practices for each of the nine categories above towards creating successful and sustainable projects.



**Figure 1: North West All Indices**



As can be seen above, from the project managers' perspectives, Beneficiary Involvement was high. This suggests that managers ensure that beneficiaries are very much involved in the daily running of the projects. Training, Infrastructure and Marketing were all moderate. This suggests that these factors are in place but need to be developed further. Project managers report the Financial Index as very low. This suggests that beneficiaries are not receiving a regular wage or salary. From a beneficiary perspective, the Financial Index was reported as low to moderate, indicating that the beneficiaries believed that they were receiving some kind of financial reward in spite of it being a low amount. Beneficiaries reported Quality of Life and Beneficiary Involvement indices as high, suggesting that beneficiaries believed they were better off now that they had been placed on a project than before placement. This also suggests that there was some engagement on the part of beneficiaries when it came to the running of the project.

## 4. Best Practice Case Study

### 4.1. Introduction

The project was initiated by the municipality of Klerksdorp, as a creation of employment strategy. The project is on a farm and is situated within walking distance of the township. A group of unemployed people who had already formed a Forum was allowed to start the project in 2000.

#### 4.1.1. Company Profile and Background

<b>Name of Project :</b>	Hartbees Community Project
<b>Venue (location):</b>	On the road to Wolmaransstad near Klerksdorp
<b>Funding Partner(s):</b>	Klerksdorp Municipality
<b>Project Description:</b>	The project sells frozen chickens and hydroponics vegetables
<b>Project Employee Description:</b>	Unemployed adults from the nearby township
<b>Skills Offered/Trained:</b>	Broiler Production, growing of vegetables in hydroponics, Business skills.
<b>Name of Project Manager:</b>	Post is vacant
<b>Number of Department of Labour Trained:</b>	26
<b>Number of Department of Labour Trained Still on Project:</b>	26 (20 females, 6 males)

#### 4.1.2. Physical Environment

The site office is in an old farmhouse that is in a very good condition. Offices are large and have desks and chairs. This also means that the site has toilet facilities that are lacking at many other sites.



The Hydroponics tunnels are placed well with the chicken pens behind them; there certainly is room for a lot of expansion. The project also has the advantage of having the farm outbuildings, which are utilised as storerooms.

The chicken pens were recently extended, but there were no chickens in the large and very well-designed pens.

## **4.2. Administration and Management**

The project management position is currently vacant.

### **4.2.1. Administration**

Administration is computerised. All the lists of trainees and stakeholders are on file. The administration is not up to date because the project manager has not yet been replaced. Mr. Olivier stood in for the manager for a while, but has left.

Income and expenditure is also recorded on the computer.

### **4.2.2. Management**

Management decisions are taken by the forum, which consists of the stakeholders' representatives. The project manager chairs management meetings. Management is supposed to be transparent, but the beneficiaries did not agree: "We never hear what is going on."

## **4.3. Project Operations**

The project has a broiler production unit and a hydroponics vegetable growing unit.

### **4.3.1. Equipment**

Some of the equipment of the project, which was started in 2000, is dated and old. The plastic of the tunnels for hydroponics is torn in places and the general impression of the site is not pleasing, everything seems dusty and old.



By upgrading, which the beneficiaries believe will start soon, this could be ratified.

The chicken unit creates a better impression, but because of lack of planning there are no chickens in the pens, which will mean a week or two of no sales later.



### **4.3.2. Training and Skills Available**

The Department of Labour provided the funding for training. All the stakeholders (26) were trained in broiler production, business skills and hydroponics.

### 4.3.3. Work Practices

One-day old chickens are bought and fed on a special mixture and on the 38<sup>th</sup> day they are slaughtered at the abattoir; it is not done on the farm. After this they are packaged and frozen – ready to be sold.

Seedlings are planted in black plastic bags, which are placed in a plastic tunnel in long rows approximately one meter apart and which need to be watered at least once a day throughout the growth period.



This is done manually. The canvasses that cover the ground in the tunnels are kept spotlessly clean to prevent any plant disease from spreading to the plants.

As the plants grow taller, they have to be trained to grow towards the roof of the tunnel by tying them to hand made rope trellises extending from the floor to the roof. This leading up of the plants is also done on a daily basis.

The vegetables are sprayed regularly with chemicals against pests and disease.

The temperature in the tunnels has to be regulated to promote growth and to prevent sudden cold spells from ruining the product.

Picking of ripe vegetables is done manually. No special packaging for a market is done. The vegetables of this project are not first grade, the cucumbers and tomatoes are small and the plants look half dead. They seem to be suffering from lack of water.

### 4.3.4. Networking

A networking system was established, but it did not sound as if it is alive and working.

### 4.3.5. Infrastructure

As far as infrastructure is concerned this project had it all. After upgrading the project could flourish.



## 4.4. Placement

All the people who were trained are still on the project which means 100% placement.



#### **4.5. Human Resource Management**

There are no signs of Human Resource Management systems in place for the project. The previous manager apparently handled this on a trial and error basis.

#### **4.6. Marketing**

Although the participants in the project were not aware of a marketing strategy, marketing seems to have been done previously. The following was reported:

- The chickens are delivered to Country Bird and sold in the township.
- The vegetables are sold on the Klerksdorp market and in the township.

Much more can be done if the project is operating properly.

#### **4.7. Product Development**



Product development is not considered.

The project is struggling for survival.

#### **4.8. Finances**

The Klerksdorp municipality does the finances. The project only handles the money obtained through selling produce locally.

#### **4.9. Sustainability of Project**

The project is meeting more than the 70% placement ratio, ownership is taken by beneficiaries, increased earnings by beneficiaries is a reality although profits are so low that the wages are very small, beneficiaries have improved employability, sustainable livelihood for participants and equity targets have been met in all other respects, but not yet for the disabled.

#### **4.10. Factors that Influence Development of the Project**

##### **4.10.1. Positive Factors Present**

Positive factors present include:

- Situated near the markets;
- Beneficiaries are committed;
- Excellent site for a project of this nature; and,
- Excellent infrastructure although some aspects are dated.

#### **4.10.2.Challenges**

Challenges the project has to face include:

- In spite of training received, poor management skills are hindering development;
- Insufficient and irregular sales because of low breeding of chicks;
- Project cannot develop full capacity because of lack of funds and planning;
- No marketing strategy/plan is in place;
- Product development or diversification does not receive attention because of lack of vision and funds;
- Production is too low and irregular for the project to survive;
- Hydroponics tunnels and chicken pens need upgrading; and,
- Beneficiaries are committed to the project, but currently are despondent with very little motivation.

#### **4.11. Recommendations**

The following recommendations are offered towards development of the project:

##### **Marketing:**

A marketing plan and sales strategy should be developed. This should include a sales strategy, a pricing strategy and an advertising strategy. Training in this regard is essential for sustainability of the project.

##### **Equipment:**

The project is in need of an Instant Quick Freezing device. Currently the chickens are frozen over an entire weekend and packaging is done on Monday.

The breeding department should be improved because the breeding process is not keeping up with the demand for chicks.

A maintenance plan and policy should be developed to ratify the present situation and to prevent it from occurring again.

##### **Product development:**

Product diversification (chicken polonies, patties etc.) and multi-skilling of employees in line with diversification should be provided.

Product development should seriously be considered, because if product does not address market needs it will eventually result in lack of competitiveness in introducing new products on the market and it will influence the sustainability of the project negatively.

##### **Manufacturing process:**

The breeding of chicks should become a continuous process in order for supply to meet demand without any unproductive weeks in-between. The sheds should always contain chickens at different stages of development to allow for weekly slaughtering and sales.

**Human Resource management:**

A basic, structured salary system should be created. This should indicate when and how much each individual was paid as well as the number of hours worked.

An individual should be trained and appointed to take care of Human Resource Management in order to motivate beneficiaries and attend to their problems. “Ons het nie plek om te praat nie...” (We do not have anywhere to complain).

**Finance:**

Financial training for the management team should be provided. Training one person from management as the financial director would be ideal.

Financial management systems and policy should be put in place. This will create more transparency and employees will be more content.

**Networking:**

Project management should be made aware of the benefits that exist in networking and introduce such structures in neighbouring towns and cities.

**4.12. Viability of Project**

Hartbees Community Project has and seems to always have had the potential to develop into a gigantic production farm. If management is improved and funds acquired, there is no reason why it cannot eventually become independent and self-maintaining.





Department of Labour

**NATIONAL SKILLS FUND SOCIAL DEVELOPMENT  
FUNDING WINDOW IMPLEMENTATION REPORT  
DOL PLACEMENT VERIFICATION STUDY**

**13 October 2003**

**WESTERN CAPE  
SUMMARY AND CASE STUDY**



*Funded under IQC Contract Number 674-I-00-00005-00, Task Order 009*

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**Technical Support to the South African Department of Labour (DOL),  
Labour Centres (LCs) and Sector Education Training Authorities (SETAs)**



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## 1. Provincial Sample

The sample for this province was made up of a total of 16 projects, of which seven were informal projects. The informal projects tend to be poverty relief type projects of the order of farming, sewing and pottery making. The remaining nine projects were formal projects. These tend to be construction type projects where beneficiaries are trained in construction and then placed at a construction site. Within the total of 16 projects, nine of the projects were also combinations of being partly formal and partly informal projects. Three of the projects were Presidential Nodal Sites (Khayelitsha Housing Process Project, Khayelitsha Look Out Hill Project, and Yondela Khayelitsha Housing Project).

**Table 1: Western Cape - Actual Sample: Number of Beneficiaries by Project**

Project Codes	Project Names	Frequency	Percent
WC001	Mpumalanga Training	17	16.8
WC002A	Living Hands Project (A)	2	2.0
WC002B	Living Hands Project (B)	1	1.0
WC002C	Living Hands Project (C)	2	2.0
WC002D	Living Hands Project (D)	7	6.9
WC003	Noordhoek Training Centre	6	5.9
WC004	Ikwenzi Project	7	6.9
WC005	IETI Project	5	5.0
WC006A	Bonteheuwel Resource Centre (A)	7	6.9
WC006B	Bonteheuwel Resource Centre (B)	4	4.0
WC006C	Bonteheuwel Resource Centre (C)	6	5.9
WC007	IETI Laingsburg	4	4.0
WC008	Barnhouse Grill	7	6.9
WC009	Novel	10	9.9
WC010	Clotex	4	4.0
WC011	Tjeka	12	11.9
<b>Total</b>		<b>101</b>	<b>100.0</b>

## 2. Initial Placement Findings

Research findings on placement verification statistics reveal a **102% placement rate** using attendance register data.

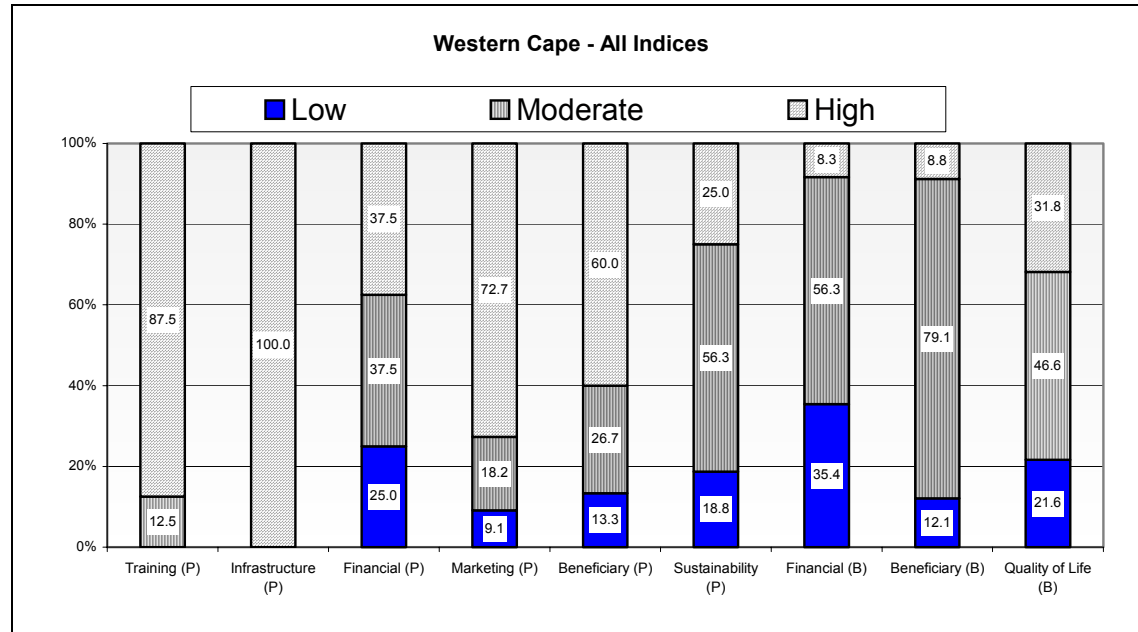
DoL records on placement verification reveals a 56% placement rate. Of the 700 beneficiaries placed, 651 (93%) females were placed and 49 (7%) males. No disabled employees were reported as placed.

## 3. All Indices

The figure below illustrates the distribution (by percentages) of measures in place for each of the major indicators of project sustainability for this province: Training, Infrastructure,

Financial, Marketing and Beneficiary Involvement, Sustainability by Project Checklist (P), and Financial, Beneficiary Involvement and Quality of Life by Beneficiary Questionnaire (B). The various indices reflect stages of existing practices for each of the nine categories above towards creating successful and sustainable projects.

**Figure 1: Western Cape All Indices**



As can be seen above, project managers viewed Infrastructure as high (100%). This indicates that in this province all the necessary infrastructural issues are in place. From project managers' perspectives, Marketing and Training indices were also reported as high. This suggests that not only are these practices in place, but they are working to the benefit of the projects as well. From a project checklist Beneficiary Involvement was also reported as high. This suggests that beneficiaries are involved in the running of the project. From a project managers' perspective, Financial is seen as both high and moderate. This could suggest that only some of the projects are giving their beneficiaries a regular wage or salary. From a beneficiary perspective, Beneficiary Involvement was seen as moderate, again reinforcing what project managers are saying that beneficiary involvement could be greater. From a beneficiary perspective, Quality of Life and Financial indices were reported as moderate. This suggests that a considerable proportion of beneficiaries believe that they are better off since being placed on a project.

## 4. Best Practice Case Study

### 4.1. Introduction

False Bay College was the result of a new merger between the South Peninsula College and Noordhoek College. The Noordhoek Valley Training Centre used to be a campus of the South Peninsula College. The College has four campuses stretching from Cape Point to Khayelitsha. The Noordhoek Valley Training Centre is now called the Noordhoek Campus of False Bay College.

Other campuses and programmes include Good Hope/Khayelitsha Campus, Muizenberg Campus, Westlake Campus, LEAF Programme Good Hope/Khayelitsha Campus and ACCESS Programme at Peninsula Technikon in Bellville.

The Noordhoek Valley Training Centre campus was allocated funds by the Department of Labour for training 12 unemployed members from the local communities in Child Care Level 1. The Centre also offers other technopreneurial skills programmes for work-seekers and entrepreneurs from historically disadvantaged individuals (HDI) groups.

The project itself is four years old. As the campus grew, a campus council, advisory body to the then South Peninsula College Council, was put in place with 14 representatives from Local Government, Business Associations, CBO's, NGO's and Civic Organisations. When the colleges merged, the Campus Council was dissolved and a new College Council has been instituted on which community members serve.

#### **4.1.1. Company Profile and Background**

<b>Name of Project:</b>	False Bay College, Noordhoek Valley Training Centre Campus of South Peninsula College unit
<b>Venue (location):</b>	Noordhoek Valley Training Centre is at the corner of Chasmay and Kommetjie Roads in Sunnydale, Cape Town, PO Box 1187, Sun Valley, 7975
<b>Funding Partner(s) / Stakeholders:</b>	<p>Partners, stakeholders and community groups involved in the project include, amongst others:</p> <ul style="list-style-type: none"> <li>• Government - City of Cape Town, Department of Labour, Ntsika</li> <li>• FEBDEV WC</li> <li>• Private Enterprise – Old Mutual</li> <li>• NGO's and CBO's – Cape Peninsula National Park, Valley Development Project, Rotary</li> <li>• Industry &amp; Business – Guest Houses and restaurants</li> <li>• Civic Organisations</li> <li>• Two Oceans Craft and Culture Centre.</li> </ul> <p>Noordhoek Campus has been blessed with a variety of funders: R2,000,000 from RDP, several grants from the City of Cape Town, Old Mutual, Valley Development Project, Department of Labour Funding for skills training. Names of donors can be seen on the photograph of list of funders posted on an outside wall of building to say THANKS TO.</p>



<b>Project Description:</b>	The Noordhoek Campus of False Bay College offers technical and life skills training programmes including a five-week course on bridging English and typing skills. FEBDEV WC provides the enterprise development training via their Enterprise Development Unit which has been established on the campus.
<b>Project Trainee Description:</b>	Unemployed and unskilled people, ages 18 – 45 from the local communities – Masiphumelele, Ocean View and Red Hill are natural candidates for these programmes. A focus is on unemployed youth and women belonging to HDI
<b>Skills Offered/Trained:</b>	These include amongst others, bricklaying, plastering, child care, clothing manufacturing, enterprise development, clay and craft, computer practice, catering, outdoor joinery, first aid, learner driver licences and leather craft skills.
<b>No. of Department of Labour Trained:</b>	11

#### 4.1.2. Physical Environment

The college buildings consist of an accumulation of several buildings, each housing a specific skill and each with a business function. There is a main office with smaller offices and a boardroom. Two wings of the building are set aside for learner support services like enterprise development, placement in in-service training and jobs outside the campus environment, production and marketing. Working environments are organised to meet the specific skills being taught or marketed for production. Materials seem sufficient for respective skills development activities.

### 4.2. Administration and Management

Administration as well as management is running smoothly at this centre.

#### 4.2.1. Administration

There is a campus Administrator appointed and she and her team sees that all administration tasks are taken care of including the financial administration.

### 4.2.2. Management



The campus has one campus manager, Engela Gobregts, and a Campus Production Manager. The Financial Management is a centralised function. Teamwork practices are stressed for optimal production.

## 4.3. Project Operations

### 4.3.1. Equipment

The college pays for equipment and material. Once trainees graduate to production units “earning and learning” takes place. Only quality products are marketed. Once trainees graduate from the production units to become entrepreneurs in business hives they buy their own materials and pay a nominal amount towards services.

### 4.3.2. Training and Skills Available



The first group of Child Care trainees funded by the Department of Labour began 09-09-2002 and ended 04-11-2002. Other training is still continuing on a regular basis and courses are offered to unemployed and unskilled members of the community, particularly Masiphumelele, Ocean View and Red Hill.

The education and training is practical and hands-on and is linked to the unit standards of the NQF accreditation requirements.

Programmes include full-time and part time training in bricklaying, plastering, clothing manufacturing, enterprise development, clay and craft, computer practice, home



management, housekeeping, kitchen skills, waitroning, outdoor joinery, first aid, learner driver and leather craft skills. There is also a five-week course on bridging English and typing skills to fast track access into the skills programmes. They also train for the Domestic Chamber of the Services SETA through providing short term skills programmes in cleaning, laundry and cooking for employed domestic workers.

Trainees can opt to go on one of two tracks: Technopreneurial skills for the unemployed work sector (owning and running own business) or placement in employment.

If beneficiaries go for the entrepreneurial track, they are equipped with technical skills, basic business skills, production skills, and finally they are linked up with entrepreneurial support and mentorship in a business hive.

If beneficiaries want to be placed, they receive technical skills, with job readiness skills and work closely with the placement officer for placement.

### 4.3.3. Work Practices

Work practices emphasis is on teamwork for production, work is group based, but also allows for individual work (e.g. pottery- making, beadwork, etc).



Each business sector plans and organises training and production activities and each has its own technical trainer who manages the training and is supported by the production manager

### 4.3.4.

### Networking

The project has developed good networking, e.g. The College networks with Highline Community College in Seattle, Washington, USA. Representatives from this college visited the project site. This is a USAID Supported Employment/ Business partnership that includes individuals with disabilities, training organisations and employers. The college has also been selected as the college for inclusive education.

For placement, networking is essential and for this reason during the four years of existence a proper network has been established with local business and industry like restaurants, guest houses, community schools and old age establishments.

### 4.3.5. Infrastructure

The project has numerous buildings and a main office section, but is continuing to grow. In the last four years a Ceramics Block, Classroom and Learner Support Centre has been added. There are also plans to include an Early Childhood Development Centre and Business Hives.

Currently a retired Admiral oversees the building operations. The campus does not have a student canteen or a student centre. They take pride in operating mean and lean, however.

#### **4.4. Placement**

Number of Department of Beneficiaries Placed: 9. Of the 11 unemployed beneficiaries trained, nine beneficiaries were placed from the recent Department of Labour training programme, which represents an **82%** placement rate. The Centre has a placement officer. This officer finds employment for those who, upon completion of the Department of Labour training, wish to be placed. The Enterprise Development Centre also helps place those who want to take part in the enterprise development unit track. These trainees are assigned to a mentor who assists them in setting up their business through an action learning and experiential programme.

The pottery unit, for example, provides training and placement on site while they are producing their "Bambanani" bowls that were designed for the World Summit 2002 and which are shipped all over the world.

#### **4.5. Human Resource Management**

Human resource management receives special attention. One wing of the main building is allocated to human resources.

#### **4.6. Marketing**

"The market must pull the product," says the manager. The project serves the needs of the community in such areas that need servicing such as providing skills training for community childcare. There is a domestic market as well as a tourism market for the pottery that is also exported.

The Two Oceans Craft and Culture Centre, a diversified community-based tourism venue with a variety of business ventures, has been established alongside the training centre. This attracts tourists to this area and there is a craft arena for their products.

#### **4.7. Product Development**



The management is planning training that will accommodate inclusion for people with disabilities who are not being served and who need to be trained to become independent and to acquire jobs.

Another new training programme management is planning, is to offer training in "Frail Care," as this is greatly needed in the community because of the many HIV/AIDS victims and senior citizens.

A township tour venue across the way, at the Two Oceans Craft and Culture Centre, has been established and will serve excellently as an incentive to diversification of products.

Another ideal of the management is to be able to present more flexible (e.g. part time) training funded by the Department of Labour. "We need to be able to train part time to meet



the needs of these trainees in terms of childcare and other responsibilities in their lives. Right now the Department of Labour will only allow 8 hours a day training to be funded.”

#### **4.8. Finances**

A special financial person is appointed to do finances. The project has moved to a centralised system with the college merger. This unfortunately slows down financial processes because of too much bureaucracy. Hence, the project cannot grab opportunities like when someone approaches management with an order – a business need that they can address; it first has to follow the channels.

The merger also had to solve banking issues. A link has been established with FNB to open special trainees’ accounts. This was a positive move.

#### **4.9. Sustainability of Project**

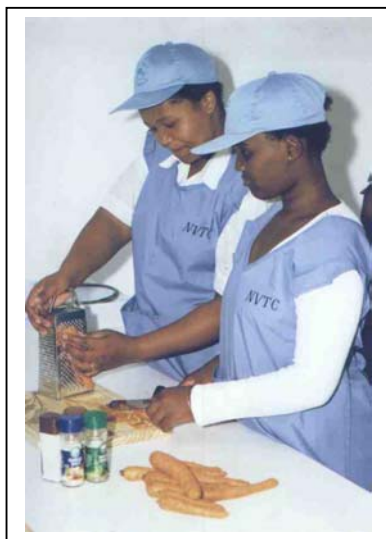
This project realises 6 of the 8 sustainability indicators. It is meeting more than the 70% placement ratio, ownership by participants, increased earnings by participants, future employability, sustainable livelihood for participants, equity targets met in all other respects but not the disabled yet.

“The project being linked to the FET College – this is a plus/benefit.”

Income is generated directly into the pockets of the trainees/graduates. Income generation of 6 million rands for trainees in production units and through placement in jobs makes this project work because this amount has been ploughed back into the community over the four years of operation. The placement unit and an enterprise unit contribute to the sustainability of the project. The one major problem is that, “Tracking placement is difficult.”

During the four years of its existence, the Technopreneurial Programme has generated R 6 million directly into the pockets of its graduates from the communities it targets.

An example of the outcomes of the Home Management Skills Programme between April 2000 and June 2003 is provided below:



GRADUATED	157
JOBS FOUND	191
ADULTS PLACED	123
% PLACEMENT	78%
R's EARNED	R 1 605 081

#### **Home Management Statistics**

The income generated for trainees in the production units continues to grow.

PRODUCTION UNITS	R'S
2001	48 240
2002	94 041
2003 (8 months)	105 152
<b>TOTAL</b>	<b>247 433</b>



#### **4.10. Factors that Influence Development of the Project**

##### **4.10.1. Positive Factors Present**

The factors that influence the project positively include:

- The centre is part of an FET College;
- The project is generating a handsome income for its graduates from the skills training programmes. It could become semi-independent with the Department of Labour funding the training;
- The project has an enthusiastic and hardworking management team, which manages it competently;
- The project has project champions to promote the centre;
- A placement unit ensures trainees placement when they complete courses;
- An Enterprise Development Unit has been established; and,
- The project represents a model that can be replicated.

##### **4.10.2.Challenges**

Challenges that are awaiting the centre include:

- Inclusion of trainees with disabilities in programmes will require a special unit of training with knowledgeable trainers;
- More product diversification will entail market research and careful planning;
- The envisaged Frail Care course also will involve a different type of trainer and supervised practical work outside the centre and therefore, transport;
- The Department of Labour has to be persuaded to change policy in order to also fund part time training; and,
- The Department of Labour has to be persuaded to provide funding over a longer term and on the basis of a good track record.

#### **4.11. Recommendations**

Key Recommendations that the management have for future projects include:

##### **Marketing:**

The project should embark on an intensive marketing campaign to gain more recognition and to inform South Africa of the unique service delivered. “Talk about your successes. Gain small successes all the time.” The two project champions recently appointed could be utilised in this endeavour.

##### **Product Development:**

A networking group or forum should be established to inform policy of the Department of Labour in order to obtain funding for part time training courses.

##### **Market research:**

Market research is required to utilise the demand market optimally to identify training trends so that relevant and marketable skills can be offered.

##### **Training policy design:**

A training policy should be designed to include the stipulation that trainees should pay a nominal amount towards the cost of the training. The dropout rate of trainees that do not contribute financially to their training is of concern.

#### **4.12. Viability of Project**

The project keeps developing continuously and the vision is to provide inclusion to as many as possible. The project has a bright future ahead. The Project Manager said, “The secret to viability of the project is ‘You’re your own market’.”

